

21<sup>st</sup> Century Community  
Learning Centers Program  
Application for Grant

Submitted by  
Indiana Parenting Institute, Inc.  
St. Joseph County  
In partnership with  
**South Bend Community School Corporation**

**APPLICATION CHECKLIST**

<b>Section</b>	<b>Point Value</b>	<b>Maximum Page Limit</b>
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
<b>Total</b>	<b>125</b>	<b>52</b>

CCLC Cohort 10 Application - Indiana Parenting Institute of St. Joseph County (IPISJC)

<b>NAME OF LEA OR ORGANIZATION</b>	<b>INDIANA PARENTING INSTITUTE INC. SJC</b>
<b>ADDRESS</b>	<b>215 W. MADISON STREET, SOUTH BEND, IN 46601</b>
<b>COUNTY</b>	<b>ST. JOSEPH</b>
<b>NAME OF CONTACT PERSON</b>	<b>LESLIE WESLEY</b>
<b>TITLE</b>	<b>EXECUTIVE DIRECTOR</b>
<b>PHONE NUMBER</b>	<b>574-532-0563</b>
<b>EMAIL</b>	<b>LESLIEWESLEY@IPI-SJC.ORG</b>
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>LESLIE WESLEY</b>
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	<b>LESLIEWESLEY@IPI-SJC.ORG</b>

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
<i>MAINSTREET ELEMENTARY SCHOOL (SCHOOL CORP #0000)</i>	78%	C	80	K-5 <sup>TH</sup>
Dickinson Fine Arts Academy (7205)	84.5%	D	80	6-8 <sup>TH</sup>
Riley High School (7205)	59.2%	B	125	9-12 <sup>TH</sup>
Washington High School (7205)	78.0%	C	125	9-12 <sup>TH</sup>

<b>NAME OF SITE</b>	<b>STREET ADDRESS</b>	<b>CITY/COUNTY</b>
Dickinson Fine Arts Academy	4404 ELWOOD	SOUTH BEND/ST. JOSEPH
Riley High School	1902 FELLOWS ST.	SOUTH BEND/ST. JOSEPH
Washington High School	4747 W. WASHINGTON ST.	SOUTH BEND/ST. JOSEPH

<b><u>TOTAL GRADE LEVEL(S) TO BE SERVED</u></b>	<b>6-12</b>
<b><u>PRIORITY AREA</u></b> (STEM OR STEAM, LITERACY,	<b>COLLEGE AND CAREER READINESS</b>

COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability or Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;

CCLC Cohort 10 Application - Indiana Parenting Institute of St. Joseph County (IPISJC)

- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See [http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Indiana Parenting Institute Inc. of St. Joseph County  
Applicant Name (LEA or Organization)

Leah V. Healey  
Authorized Signature

August 11, 2020  
Date

## Memorandum of Understanding

Between **South Bend Community School Corporation** and **Indiana Parenting Institute Inc. of St. Joseph County**

**South Bend Community School Corporation**, herein referred to as **SBCSC** and the **Indiana Parenting Institute Inc. of St. Joseph County**, hereinafter referred to as **IPISJC**, enter into this MOU (MOU) for the express purpose of implementing a 21st Century Community Learning Center Out-of-School Time Program. It is understood by and between the parties that the implementation of the MOU is contingent upon continued funding received by **IPISJC** from the Indiana Department of Education.

In addition, if **IPISJC** receives funding from **IDOE** for this purpose, the parties will memorialize the understanding in this MOU in a formal agreement or set of agreements.

**SBCSC** and **IPISJC** desire to work cooperatively to build an asset-based approach to the delivery of services to youth and families. **SBCSC** and **IPISJC** will implement effective strength-focused strategies for positive youth development as part of the Out-of-School Time Program at **Dickinson Fine Arts Academy, Washington High School, and Riley High School** in South Bend, IN.

### PURPOSE

The purpose of this MOU is to establish a formal working relationship between the parties, based on the intent to meet the service delivery needs of the Out-of-School Time Program as described in the program application (RFP), and to set forth the operative conditions which will govern this important partnership.

### DESCRIPTION OF PROGRAM SERVICES

**SBCSC** agrees to the following:

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.
2. Supply adequate and appropriate storage space for the after-school program's materials and equipment.
3. Facilitate the provision of full custodial services at no cost to **IPISJC**.
4. Work cooperatively with the research and evaluation component of the 21st CCLC program. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, **IPISJC** will be given access to necessary student academic records (test scores, grades, attendance, etc) after securing parental permission (a signed release form) to monitor objectives and provide statewide evaluation data for the purpose of compliance with 21CCLC reporting requirements. For purposes of access to such records, **IPISJC** will be a "school official" as that term is defined in the Family Educational Rights and Privacy Act.
5. Identify and organize appropriate security for the after-school program.

**IPISJC** will:

1. Act as the fiscal agent and ensure **IDOE** funds are spent appropriately toward implementation of the 21st CCLC Out-of-School Time Program.

## Memorandum of Understanding

2. Communicate and provide information to the SBCSC about the 21st CCLC program through scheduled meetings.
3. Recruit, hire, and train all program staff in cooperation with the SBCSC.
4. Manage the day-to-day operations of the program and notify SBCSC of any problems, issues and concerns in a timely fashion.
5. Track student enrollment and attendance in the 21st CCLC program and provide that information to SBCSC on a monthly basis.
6. Invite designated SBCSC staff to attend after-school staff meetings.
7. Attend SBCSC staff meetings as determined by the Muessel Elementary School principal.
8. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage during 21st CCLC programming.
9. Conduct the research and evaluation component of the 21st CCLC program per IDOE guidelines.
10. Ensure the respectful treatment of School property and keep the spaces used by the after-school program clean.
11. Ensure that all applicable local and state requirements for staff clearances are met.
12. Develop protocol for emergency notification of parents and/or guardians.
13. Maintain appropriate insurance coverage.
14. Execute an agreement requiring IPISJC to certify that it uses e-verify as required by Ind. Code 22-5-1.7, to agree to non-discrimination language required by Ind. Code 22-9-1-10, and to agree to comply with certain SBCSC policies governing interaction with students and use of buildings and technology.

### Joint Responsibilities of SBCSC and BGCSJC

1. Structure and facilitate meaningful communication between the school staff and the 21st CCLC program.
2. Provide on-going opportunities for school staff and IPISJC staff to plan, coordinate, and integrate curricular areas with after-school activities.
3. Hold regularly scheduled meetings between the staff of the community partners and principals, as well as other appropriate personnel, to discuss all issues pertaining to the 21st CCLC program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development and other issues of program evaluation.
4. Develop mechanisms and opportunities to communicate on a regular basis with the family members of the program's students.
5. Recruit, select and enroll student participants in the 21st CCLC program and disseminate procedural information to effectively conduct the program.

### TERMS

The term of this MOU shall commence no earlier than **July, 2021** and continue through **July 31, 2025**. This MOU may be reviewed by both parties annually. Existing labor contracts will be honored in the execution of services. The intent is not to supplant work that would belong to a bargaining unit member.

## **Memorandum of Understanding**

This Agreement contains all the terms and conditions agreed upon by the parties regarding the subject matter of this MOU and supersede any prior Agreement, oral or written, and all other communication between the parties relating to such subject matter.

### **TERMINATION CLAUSE**

This MOU may be terminated by either party in sixty (60) days of giving written notice of intention to terminate the agreement.

### **AMENDMENTS**

Amendments to this MOU may be made with the mutual written agreement of both parties.

### **HOLD HARMLESS/INDEMNIFICATION**

**SBCSC** agrees to indemnify, defend and hold harmless **IPISJC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the intentional and negligent acts of **SBCSC**. It is understood that such indemnity shall survive the termination of this Agreement.

**IPISJC** agrees to indemnify, defend and hold harmless **SBCSC**, its board of trustees, officers, agents and employees from and against any and all claims, costs, demands, expenses (including attorney's fees), losses, damages injuries and liabilities arising from any accident, death, or injury whatsoever or however caused to any person or property, because of, arising out of, or related to the intentional and negligent acts of **IPISJC**. It is understood that such indemnity shall survive the termination of this Agreement.

Insurance: As part of, but without limiting the hold harmless covenant, **IPISJC** shall, during the term of this Agreement, carry the following types of insurance:

- A comprehensive general liability or property damage insurance in the amount of FIVE MILLION DOLLARS (\$5,000,000). **SBCSC**, and in their capacity as such, its officers, agents and employees shall be named as additional named insureds in said policy.
- An abuse and molestation liability policy in the amount of ONE MILLION DOLLARS (\$1,000,000).
- A worker's compensation policy meeting Indiana's statutory requirements and including employer's liability coverage of FIVE HUNDRED THOUSAND DOLLARS (\$500,000) for each type of coverage. The policy shall also include a waiver-of-subrogation endorsement for the benefit of **SBCSC**.

Certificates of insurance evidencing the above policies shall be filed with **SBCSC** before commencement by **IPISJC** of performance under this MOU and at **SBCSC**'s reasonable request at any time thereafter. Said insurance shall contain a clause prohibiting cancellation without ten (10) days advance notice to **IPISJC**. A certificate of insurance showing compliance with these requirements shall be filed with **IPISJC**.

### **INDEPENDENT CONTRACTOR STATUS**

The parties hereto agree that the relationship created by this Agreement is that of independent contractors. Each party will be responsible for providing its own salaries, payroll taxes,

## Memorandum of Understanding

withholding, insurance, workers compensation coverage and other benefits of any kind, as required by law, for its own employees.

### FINGERPRINTING

IPISJC shall conduct a criminal background check of its employees and, upon receipt of those checks, certify to SBCSC that no employee of the contractor working with youth and parents of SBCSC has been convicted of a violent or serious felony as defined by statute. IPISJC shall not permit any employee to have any such contact with a student of SBCSC until such certification has been received by SBCSC.

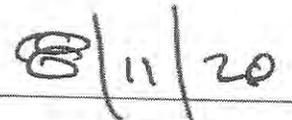
IPISJC shall supply SBCSC with a list of names of those employees who are cleared to work with youth and parents of the district. IPISJC will also conduct criminal background checks on SBCSC employees working to support its Out-of-School Time Programs.

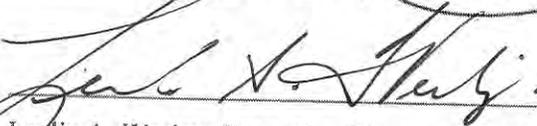
### WRITTEN NOTICE

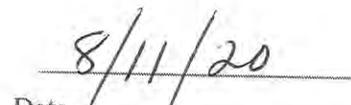
Written notices regarding this MOU required to be provided herein shall be sent, first class mail to each of the following signers below:

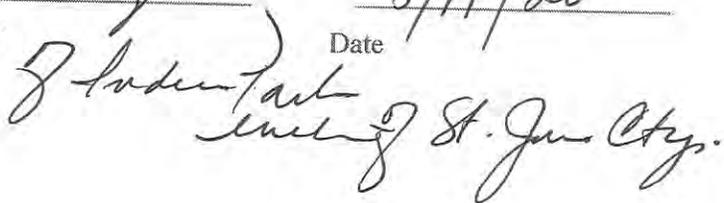
### APPROVALS

  
C. Todd Cummings, Ph.D. Superintendent, SBCSC

  
Date

  
Leslie A. Wesley, Executive Director, IPISJC

  
Date

  
J. Anderson  
Mayor of St. Joe City.



11595 N. MERIDIAN ST  
SUITE 200  
CARMEL, IN 46032  
317.715.9000

August 12, 2020

Indiana Parenting Institute Inc. of St. Joseph County  
Attn: Leslie Wesley, Executive Director  
215 West Madison Street  
South Bend, Indiana 46601

INvestEd and the Indiana Parenting Institute Inc. of St. Joseph County  
Non-Binding Memorandum of Understanding

This non-binding Memorandum of Understanding (the "Agreement") is made and entered into as of the 12<sup>th</sup> day of August 2020, by and between the Indiana Secondary Market for Education Loans (d/b/a INvestEd) ("INvestEd") and the Indiana Parenting Institute Inc. of St. Joseph County, on behalf of itself and each of its program participants and schools (collectively, "Program"). For purposes of this Agreement, INvestEd and the Program shall be referred to individually as INvestEd and the Program, or collectively as the "Parties."

Whereas, INvestEd is the only nonprofit public benefit corporation (501(c)(3)) established by the State of Indiana tasked with the statutory responsibility of providing financial aid literacy and educational tools to students, their families, and Indiana colleges and universities with respect to responsibly financing the costs of higher education (Indiana Code 21-16-5-3(b)(7)).

Whereas, INvestEd has presented for over fifteen years to communities throughout the state—urban, suburban, and rural—including high school- and organization-hosted events to provide unbiased financial aid literacy presentations, workshops, materials, and follow-up assistance at no cost.

Whereas, INvestEd and the Program share the nonprofit mission of improving access to and the attainment of postsecondary education, both Parties desire to create an agreement to provide INvestEd's free financial aid literacy outreach to the Program.

Now, therefore, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

Responsibilities of INvestEd

INvestEd shall:

- Provide INvestEd's financial aid literacy and education tools to participants and schools within the Program in keeping with INvestEd's statutory duties and responsibilities at no cost.
- Provide INvestEd's financial aid literacy materials to participants and schools just as INvestEd's free materials are available online and upon request in keeping with its statutory duties and responsibilities at no cost.

- Provide customized financial aid literacy presentations and workshops as mutually planned and scheduled with the Program given reasonable time for preparation in keeping with INvestEd's statutory duties and responsibilities at no cost.
- Provide the Program individualized, ongoing assistance upon request in keeping with INvestEd's statutory duties and responsibilities at no cost.
- Provide the Program reasonable notification, if doable, if a mutually planned and scheduled programmatic event must be postponed and subsequently rescheduled.
- Provide in-person and/or virtual events as mutually planned and scheduled with the Program, subject to local and state public health guidance concerning the COVID-19 public health emergency.
- Adhere to local and state public health guidance and requirements concerning the COVID-19 public health emergency.
- Meet high standards for student and family privacy and financial confidentiality given the sensitive nature of providing assistance and guidance in the planning, preparation, and submission of financial aid documentation.
- Share, as both INvestEd and the Program mutually deem appropriate, programmatic elements of the Agreement via social media and other outlets or provide a recognition or testimonial to the Program.
- Provide the Program with a point-of-contact for any programmatic feedback, planning, scheduling, and questions in a timely manner.

#### Responsibilities of the Program:

The Program shall:

- Provide INvestEd with a point-of-contact for any programmatic feedback, planning, scheduling, and questions in a timely manner.
- Collaborate with INvestEd staff regularly to mutually plan and schedule programmatic events with INvestEd, including the customization of presentations and materials.
- Invite INvestEd staff to present at mutually planned and scheduled programmatic events involving INvestEd.
- Allow INvestEd to postpone and reschedule a mutually planned and scheduled event given reasonable notice.
- Secure adequate facilities for mutually planned and scheduled programmatic events involving INvestEd.
- Provide INvestEd staff working conditions that meet local and state public health guidance and requirements concerning the COVID-19 public health emergency.
- Assume responsibility for promoting mutually planned and scheduled programmatic events involving INvestEd whether in-person or virtual.
- Share, as both INvestEd and the Program mutually deem appropriate, programmatic elements of the Agreement via social media and other outlets or provide a recognition or testimonial to INvestEd.



11595 N. MERIDIAN ST  
SUITE 200  
CARMEL, IN 46032  
317.715.9000

Term:

This Agreement is for the entire 2020-2021 School Year for South Bend Community Schools, South Bend, Indiana. It will renew automatically each year on July 1<sup>st</sup> for the upcoming academic year unless INvestEd or the Program give one month notice of termination. Both INvestEd and the Program also reserve the right to terminate this Agreement upon thirty (30) days prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

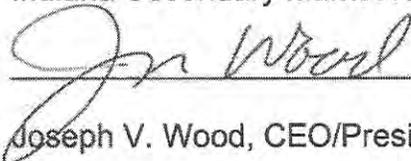
Mutual Protections:

This Agreement shall be interpreted and governed by the laws of the State of Indiana and any applicable local ordinances.

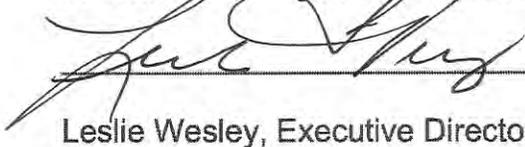
This Agreement shall not be interpreted as legally binding for the Parties.

In witness whereof, the undersigned have executed this non-binding memorandum of understanding as of the date and year first above written.

Indiana Secondary Market for Education Loans, Inc. (d/b/a INvestEd)

 \_\_\_\_\_ Date: 8/12/20  
Joseph V. Wood, CEO/President

Indiana Parenting Institute Inc. of St. Joseph County

 \_\_\_\_\_ Date: 8/12/2020  
Leslie Wesley, Executive Director

Garwood Consulting and the Indiana Parenting Institute Inc. of St. Joseph County  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the “*Agreement*”) is made and entered into as of the **11th** day of **August, 2020** (the “*Effective Date*”), by and between **Garwood Consulting** and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, “*Organization*”). For purposes of this Agreement, Garwood Consulting and the Organization shall be referred to individually as a “*Party*” and collectively as the “*Parties*”.

**WHEREAS, Garwood Consulting** provides consulting services, program evaluation, data management and technical support

**WHEREAS,** the Organization wants to empower students to succeed in school, college, careers and life and believes that Garwood Consulting evaluation services will help in program improvement and

**WHEREAS, Garwood Consulting** and the Organization desire to create an agreement for program evaluation purposes

**NOW, THEREFORE,** for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

**Responsibilities of Garwood Consulting:**

Provide continuous improvement feedback, professional development for staff, strategic planning, technical support, and produce an annual evaluation in accordance with performance measures.

**Responsibilities of the Organization:**

To provide data for the purposes of evaluation, to participate in interviews, and assist with facilitating focus groups for parents and students

**Term:**

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless Garwood Consulting or the Organization give one month notice of termination.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of Indiana, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**Garwood Consulting**

**Indiana Parenting Institute Inc. of St. Joseph**

Signed:

*Jamie Garwood*

Print: Jamie Garwood

Title: Consultant

Date: 8/12/20

Signed:

*Leslie Wesley*

Print:

*Leslie Wesley*

Title:

*Executive Director*

Date:

*8/12/2020*

eDynamic Learning, and the Indiana Parenting Institute Inc. of St. Joseph County  
Memorandum of Understanding

This MEMORANDUM OF UNDERSTANDING (the "*Agreement*") is made and entered into as of the 11th day of August, 2020 (the "*Effective Date*"), by and between eDynamic Learning and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, "Organization"). For purposes of this Agreement, eDynamic Learning and the Organization shall be referred to individually as a "Party" and collectively as the "Parties".

WHEREAS, eDynamic Learning is the largest provider of CTE and Elective online courses with the mission to help Organizations teach the 16 career clusters and related elective courses by providing the marketing leading courseware needed for this project.

WHEREAS, the Organization wants to empower students to succeed in high pay high demand careers and believes that eDynamic Learning's digital curriculum will help teachers provide engaging, high quality, and consistent instruction to do so; and

WHEREAS, eDynamic Learning and the Organization desire to create an agreement to bring eDynamic Learning curriculum to schools within the Organization.

NOW, THEREFORE, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

Responsibilities of EVERFI:

eDynamic Learning shall:

- Provide eDynamic Learning's sponsored online curriculum to schools within the Organization at a reduced cost. This curriculum will be available the entire school year and, in the summer,, and the specific resources and objectives can be found at [eDynamicLearning.com](http://eDynamicLearning.com)
- Provide professional development (PD) for teachers. eDynamic Learning can deliver PD on an individual teacher/school basis or large group basis remotely at a reduced cost.
- Provide real-time data for teachers on student progress via a digital teacher gradebook.
- Provide timely support to teachers regarding implementation or technical questions related to eDynamic Learning's digital curriculum.
- Include Organization teachers and administrators in webinars and other events hosted by eDynamic Learning about remote learning and eDynamic Learning courses.
- Meet high standards for student data privacy by providing courses that do not contain Personal Identifiable student information (PII) and provide the Organization sole access and control of any data.
- Provide the Organization with an eDynamic Learning point of contact for the program and for any contract related questions.

### Responsibilities of the Organization:

The Organization shall:

- Identify an overall point person for eDynamic Learning to coordinate an annual meeting and other partnership details.
- Invite eDynamic Learning staff to present at relevant teacher PD's throughout the school year or help set up other means of training teachers.
- Meet with eDynamic Learning staff annually over the summer to review the results and discuss the partnership for the following school year.
- As Organization deems appropriate, share elements of the partnership via social media and other outlets about eDynamic Learning's programs.
- Purchase Program for
  - 250 students at a cost of \$40 per student per year for the eDynamic Learning CTE Library. The total would be \$10,000 per year. List price per course at \$75 per semester per student would be \$37,500. eDynamic Learning is reducing the cost for this grant by \$27,500.
  - 85 students at a cost of \$25 per student per year for the eDynamic Learning Middle School Library. The total would be \$2,125 per year. List price per course at \$75 per semester per student would be \$12,750. eDynamic Learning is reducing the cost for this grant by \$10,625.
  - Provide four remote training sessions or one onsite training for \$3,000.
  - Grand total for the first year is \$15,125. Years two and three would be \$13,000 each year.

### Term:

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless eDynamic Learning or the Organization give one month notice of termination. Both eDynamic Learning and the Organization also reserve the right to terminate this Agreement upon thirty (30) days prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

### Mutual Protections:

This Agreement shall be interpreted and governed by the laws of the state of Texas, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be affected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

eDynamic Learning, INC.

Signed: *John Sonnenberg*  
Print: John Sonnenberg  
Title: Regional Manager  
Date: 8/12/20

Indiana Parenting Institute Inc. of St. Joseph

Signed: *Leticia Wesley*  
Print: Leticia Wesley  
Title: Executive Director  
Date: 8/12/2020

E3 Robotic Center Inc. and the Indiana Parenting Institute Inc. of St. Joseph County  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the “*Agreement*”) is made and entered into as of the **11th day of August, 2020** (the “*Effective Date*”), by and between **E3 Robotics Center, Inc.** (“E3RC”) and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, “Organization”). For purposes of this Agreement, E3RC and the Organization shall be referred to individually as a “Party” and collectively as the “Parties”.

**WHEREAS**, E3RC is a STEM non-profit focusing on K-12 robotics programs and instruction.

**WHEREAS**, the Organization wants to provide access to STEM based programming for students to gain an interest and skill sets in those STEM based fields.

**WHEREAS**, E3RC and the Organization desire to create an agreement to bring E3RC curriculum to schools within the Organization.

**NOW, THEREFORE**, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

**Responsibilities of E3RC:**

E3RC shall:

- Provide PD training for 4 teachers at the FIRST LEGO League Challenge level
- Provide PD training for 2 teachers at the FIRST Tech Challenge Level
- Both trainings would cover 3 separate 2 hour sessions.
- Provide timely continued support during the season to teachers regarding implementation or technical questions related to the curriculum or material.
- Provide admin assistance in the dashboard for registering teams, and getting registered or signed up for events.
- Provide a space at E3RC for the FIRST Tech Challenge team to meet for their season, with access to tools. (Team will need to provide their own robot materials/parts) (Due to Covid, meetings would be once a week in person, with access to digital communication with E3RC staff during other remote meetings)
- Provide the FIRST Tech Challenge with an in house support staff to answer questions during meetings.
- Provide the Organization with an E3RC point of contact for the program and for any contract related questions.
- Provide costs of PD, team rental space and continued season support in training support quote

**Responsibilities of the Organization:**

The Organization shall:

- Identify an overall point person for E3RC to coordinate PD training dates.
- Provide or purchase the materials needed for the robotics teams.
- Identify the coaches/mentors to be trained for the teams.

- Meet with E3RC staff to review the results and discuss the partnership for the following school year/s and future partnerships
- As Organization deems appropriate, share elements of the partnership via social media and other outlets or provide a thank you or recognition of the E3RC's programs.

**Term:**

This Agreement is for the entire school year of 2020-21. Both E3RC and the Organization also reserve the right to terminate this Agreement upon thirty (30) days prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of Indiana, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

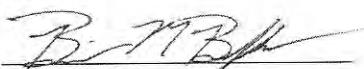
Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be affected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**E3RC, INC.**

Signed: 

**Indiana Parenting Institute Inc. of St. Joe**

Signed: \_\_\_\_\_

Print: Brian Boehler

Title: Exc. Director

Date: 8/12/2020

Print: Leslie Wasley

Title: Asst. Dir.

Date: 8/12/2020

Dream Builders and the Indiana Parenting Institute Inc. of St. Joseph County  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the "**Agreement**") is made and entered into as of the **11th** day of **August, 2020** (the "**Effective Date**"), by and between **Dream Builders (Jr. Chief Program)** and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, "Organization"). For purposes of this Agreement, Cory Smith and the Organization shall be referred to individually as a "Party" and collectively as the "Parties".

**WHEREAS**, Dream Builders is a investment company with the mission to help Organizations teach critical topics such as financial literacy, character education, career choice and entrepreneurship; and

**WHEREAS**, the Organization wants to empower students to succeed in school, college, careers and life and believes that the Dream Builders curriculum will help students learn more about business, finances, and goal setting.

**NOW, THEREFORE**, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

**Responsibilities of Dream Builders:**

Dream Builders shall:

- Provide a six-week Jr. Chef program on the following topics. Introduction to the Kitchen; Meal Preparations; Cooking Challenges; After School Stand; Financial Literacy; and Community Engagement.
- Provide the Organization with a Dream Builders point of contact for the program and for any contract related questions.
- Provide access to Dream Builders curriculum

**Responsibilities of the Organization:**

The Organization shall:

- Identify an overall point person for Dream Builders to coordinate an annual meeting and other partnership details.
- Invite Dream Builders staff to present at relevant teacher PD's throughout the school year or help set up other means of training teachers.
- Meet with Dream Builders staff annually over the summer to review the results and discuss the partnership for the following school year.

- As Organization deems appropriate, share elements of the partnership via social media and other outlets or provide a thank you or recognition to the sponsors funding Dream Builders programs.

**Term:**

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless Dream Builders or the Organization give one-month notice of termination. Both E and the Organization also reserve the right to terminate this Agreement upon thirty (30) days prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of California, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental, or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be affected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**Dream Builders**

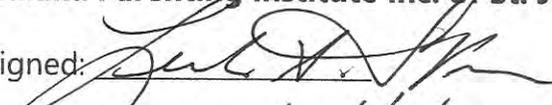
Signed: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Indiana Parenting Institute Inc. of St. Jos**

Signed:  \_\_\_\_\_

Print: Leslie A. Wesley

Title: Executive Director

Date: 8/12/2020



# JR. CHEF

## PROGRAM

### WEEK 1

#### INTRODUCTION TO THE KITCHEN

- CHEF HYGIENE • SANITATION • PROPER COOKING TEMPERATURES
- ACCURATE FOOD MEASUREMENTS

### WEEK 2

#### MEAL PREPARATIONS

- PLANNING • PREPAIRING • FORMAL CATERING

### WEEK 3

#### COOKING CHALLENGES

- PRESENTATION • CLEANLINESS • CUSTOM SERVICE • TASTE

### WEEK 4

#### AFTER SCHOOL STAND

- STARTING A BUSINESS • MARKETING • SETTING GOALS

### WEEK 5

#### FINANCIAL LITERACY

- CHECKINGS & SAVINGS • DEBIT • CREDIT • CORPORATION(Inc)  
Limited Liability Company(LLC)

### WEEK 6

#### COMMUNITY ENGAGEMENT

- CHARITY • CATERING • GRADUATION





### Memorandum of Understanding

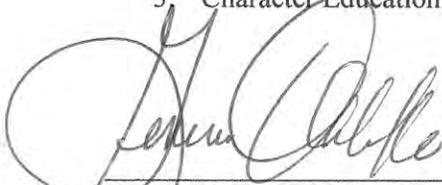
This Memorandum of Understanding is made between **South Bend Drifter Inc.** and **Indiana Parenting Institute Inc. of St. Joseph County** for the purpose of participation in the 21<sup>st</sup> Century Community Learning Center (21CCLC) Program at South Bend Community School Corporation, South Bend. The partnership shall exist from July 1, 2021 – June 30, 2025 and shall remain in effect until terminated by either party.

Indiana Parenting Institute Inc. of St. Joseph County-21st CCLC will provide the following:

1. Comprehensive after school programming, including:
  - a. Academic enrichment programming.
  - b. Programs that promote parental involvement.
  - c. Mentoring & youth development programs.
  - d. Community service & learning opportunities.
  - e. Fitness and nutrition programming.
2. Volunteers, space and materials to facilitate the *C.O.R.A.L.s Mentoring Program* for 6<sup>th</sup> – 8<sup>th</sup> graders at 21<sup>st</sup> Century Community Learning Center.

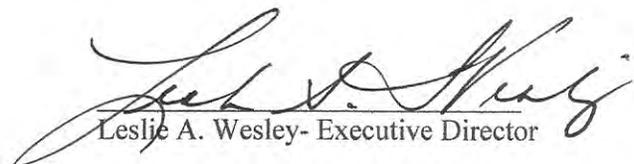
South Bend Drifters, Inc. will provide the following:

1. The National Signature Program- C.O.R.A.L.s Program for 6<sup>th</sup>-8<sup>th</sup> Girls.
2. Mentoring
3. Character Education

  
\_\_\_\_\_  
Geneva Okeke- President

South Bend Chapter of Drifter, Inc.

Date: 8/10/2020

  
\_\_\_\_\_  
Leslie A. Wesley- Executive Director

Indiana Parenting Institute Inc.

Date: August 10, 2020

## Memorandum of Understanding

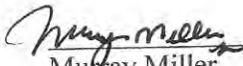
This Memorandum of Understanding is made between Laborers Local #645 and **Indiana Parenting Institute Inc. of St. Joseph County** for the purpose of participation in the 21<sup>st</sup> Century Community Learning Center (21CCLC) Program at South Bend Community School Corporation, South Bend. The partnership shall exist from July 1, 2021 – June 30, 2025 and shall remain in effect until terminated by either party.

Indiana Parenting Institute Inc. of St. Joseph County-21st CCLC will provide the following:

1. Comprehensive after school programming, including:
  - a. Academic enrichment programming.
  - b. Programs that promote parental involvement.
  - c. Mentoring & youth development programs.
  - d. Community service & learning opportunities.
  - e. Fitness and nutrition programming.
2. Volunteers, space, and materials to facilitate information workshops.

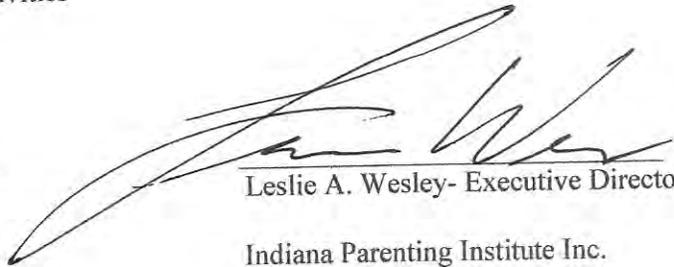
Laborers Local #645 will provide the following:

1. Career Readiness
2. Job Training Information
3. Job Placement Information After High School
4. Job Shadowing
5. Career Exploration
6. Industry Certification Mentoring
7. Invitation to Career Day Activities

  
Murray Miller

Laborers Local #645

Date: 8/11/2020

  
Leslie A. Wesley- Executive Director  
Indiana Parenting Institute Inc.

Date: 8/11/2020

## Memorandum of Understanding

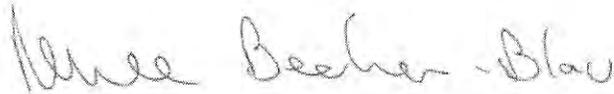
This Memorandum of Understanding is made between FIRST Indiana Robotics and Indiana Parenting Institute Inc. of St. Joseph County for the purpose of participation in the 21<sup>st</sup> Century Community Learning Center (21CCLC) Program at South Bend Community School Corporation, South Bend. The partnership shall exist from July 1, 2021 – June 30, 2025 and shall remain in effect until terminated by either party.

Indiana Parenting Institute Inc. of St. Joseph County-21st CCLC will provide the following:

1. Comprehensive after school programming, including:
  - a. Academic enrichment programming.
  - b. Programs that promote parental involvement.
  - c. Mentoring & youth development programs.
  - d. Community service & learning opportunities.
  - e. Fitness and nutrition programming.
2. Volunteers, space and materials to facilitate the *FIRST* LEGO League for 6<sup>th</sup> – 12<sup>th</sup> graders at Dickinson Fine Arts Academy and Washington High School Community Learning Centers.

FIRST Indiana Robotics will provide the following:

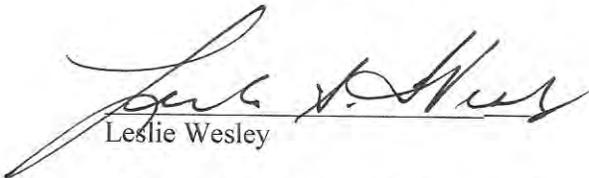
1. Guidance and support for the *FIRST* LEGO League programs at Navarre and Marshall Community Learning Center.
2. Pertinent information regarding *FIRST* LEGO League.
3. Continuing support of the current *FIRST* Robotics Competition programs at Riley High Schools.



\_\_\_\_\_  
Renee Becker-Blau

Title: President, FIRST Indiana Robotics

Date: 8/12/20

  
Leslie Wesley

Title: Executive Director, Indiana Parenting Institute Inc.

Date: 8/12/2020

# 100

## BLACK MEN OF GREATER SOUTH BEND

100 Black Men of Greater South Bend and the Indiana Parenting Institute Inc. of St. Joseph  
County  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the "**Agreement**") is made and entered into as of the **11th** day of **August, 2021** (the "**Effective Date**"), by and between **100 Black Men of Greater South Bend** and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, "Organization").

**WHEREAS**, 100 Black Men of South Bend is a investment company with the mission to help Organizations teach critical topics such as college tours, character education, college tours, and mentoring; and

**WHEREAS**, the Organization wants to empower students to succeed in school, college, careers and life and believes that the 100 Black Men of Greater South Bend-Freedman Academy curriculum will help students learn more about leadership and self-image.

**NOW, THEREFORE**, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

### Responsibilities of the 100 Black Men of South Bend:

- Yearly College Tour- 100 Black Men Annual College Fair in Chicago, IL. The organization will provide the chartered transportation, breakfast, and lunch.
- Freedman Academy- This leadership academy is opened to male students in grades 9-12. Students will meet with a mentor twice a month on a Saturday.
- Mentoring

### Term:

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless 100 Black Men of Greater South Bend or the Organization give one-month notice of termination. Both E and the Organization also reserve the right to terminate this Agreement upon thirty (30) days

prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of Indiana, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental, or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

If any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be affected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**100 Black Men of South Bend**

Signed: Oliver Logan

Date: 8/12/2020

**Indiana Parenting Institute Inc. of St. Jos**

Signed: Leslie Wesley

Date: 8/12/2020

100

**BLACK MEN  
OF GREATER SOUTH BEND**

2043 South Bend Avenue • PMB 345  
South Bend, IN 46637  
[www.100blackmen-southbend.org](http://www.100blackmen-southbend.org)

# Freedman Application

## Personal Information

**Name:** \_\_\_\_\_  
First Middle Last Suffix (Jr., III) Preferred Name/Nickname

**Address:** \_\_\_\_\_  
Number and Street Apt. # City State Zip Code

**E-mail Address:** \_\_\_\_\_

**School:** \_\_\_\_\_  
Name Principal/Head of School School Phone GPA

Street City State Zip Code School Fax Number

**Other:** \_\_\_\_\_  
Social Security Number Date of Birth Age Grade in School Name of School Attending

## Parent/Guardian Information

If guardian is other than parent, give relationship: \_\_\_\_\_

Full name of guardian: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  Living  Deceased

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Occupation: \_\_\_\_\_

Highest Grade Completed: \_\_\_\_\_ College, if any: \_\_\_\_\_ Degree/Certification: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  Living  Deceased

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Occupation: \_\_\_\_\_

Highest Grade Completed: \_\_\_\_\_ College, if any: \_\_\_\_\_ Degree/Certification \_\_\_\_\_

Parents' Marital Status:  Married  Separated  Divorced  Single

## Emergency Information

Do you have any medical insurance? Please circle one. Yes No

If yes, what is the name of the provider? \_\_\_\_\_

Who should be contacted in case of an emergency? \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Vista School Resources, Inc. and the Indiana Parenting Institute Inc. of St. Joseph County  
Memorandum of Understanding

**This MEMORANDUM OF UNDERSTANDING** (the “*Agreement*”) is made and entered into as of the **12th day of August, 2020** (the “*Effective Date*”), by and between **Vista School Resources, Inc.** (“VISTA”) and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, “Organization”). For purposes of this Agreement, VISTA and the Organization shall be referred to individually as a “Party” and collectively as the “Parties”.

**WHEREAS**, VISTA is the publisher of IDEAS for College and Career Readiness Plans, the leading transition-to-high-school program providing authentic social and emotional practice through the lens of college and career expectations.

**WHEREAS**, the Organization wants to motivate and encourage students to succeed in middle and high school, as well as post-secondary academic endeavors and their careers, and believes that the IDEAS curriculum will help teachers, students, and parents understand and interact with the methods to activate said motivation and actions instilled using the program lessons.

**WHEREAS**, VISTA and the Organization desire to create an agreement to bring the IDEAS curriculum to schools within the Organization.

**NOW, THEREFORE**, for good consideration (see attached pricing), the Parties, intending to be legally bound, agree as follows:

**Responsibilities of VISTA:**

VISTA shall:

- Provide VISTA’S published, evidence-based curriculum lessons in the IDEAS for College and Career Readiness Plans program to schools within the Organization for the school price (which is at a discount from the retail list price). This curriculum includes a comprehensive Facilitator Guide with accompanying digital visuals for classroom implementation, a consumable Student Journal, and the parent resource for 250 students and their families.
- Provide free pre-recorded professional development (PD) videos for teachers, released periodically.
- VISTA can deliver an initial ramp-up (1<sup>st</sup> delivered for Organization) interactive zoom webinar is d additional charge to the Organization.
- Two additional custom webinars will be offered, per outlined pricing below – for ongoing professional development for teachers or overview for parents.
- Provide timely support to teacher inquiries regarding implementation or digitally provided student reproducibles or videos.
- Provide a toll-free number to contact the corporate headquarters during business hours or a responsive electronic correspondence- through website or email.
- Provide opportunities for schools, when available, to interact with program developers or guest speakers.
- Provide the Organization with a VISTA point of contact for the program and for any purchase related questions.
- Provide access to VISTA’s video channel with ongoing user examples and support videos.

### **Responsibilities of the Organization:**

The Organization shall:

- Identify a primary contact person for VISTA to coordinate partnership details.
- Coordinate the implementation of trainings that VISTA can provide (in person or online) or help set up other means of training teachers.
- Meet with VISTA representative, online, on the phone, or in person (per reasonable appointment) annually to review the results and discuss the partnership for the following school year.
- As Organization deems appropriate, share elements of the partnership –participation and student responses to activities--via social media and other outlets or provide a thank you or recognition to the IDEAS program.
- Purchase the program for
  - 250 students and their parents' guide components at a price of: \$7,141.75 (including shipping)
  
  - plus +
  
  - 3 customized interactive webinars (for use with teachers or parents) for the price of 2 (initial webinar no charge) at \$300 each = \$600
  
  - for a grand total of: \$7,741.75 for curriculum, parent resources and customized, live-online delivered professional development

### **Term:**

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year if the Organization places a new order per locked-in, set pricing as stated above in Organization responsibilities.

### **Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of Florida, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

**VISTA SCHOOL RESOURCES, INC.**

Signed: 

Print: Sylvia C. Fumero,

Title: President

Date: August 12, 2020

**Indiana Parenting Institute Inc. of St. Joseph**

Signed: 

Print: Leslie Wesley,

Title: Executive Director

Date: 8/12/2020



August 7, 2020

Director of Funding;

I write on behalf of the Northern Indiana Workforce WIOA Youth program in support of the Indiana Parenting Institute Inc of St. Joseph County proposal to the 21<sup>st</sup> Century Community Learning Center for a grant to fund the Pathway to Success program to help work with youth in the community gain necessary skill set to be successful during and after high school as well as provide resources to the youth and their families.

As a community partner with Indiana Parenting Institute Inc of St. Joseph County, we strongly support this grant application and the focus on providing the resources and skill sets for youth in the community who may have barriers that would hinder their success. The Pathway to Success program has provided many resources and mentoring for the youth in the community and we hope to continue this partnership and program.

Sincerely,

Jennifer Grant, Director Youth Services  
NIWB WIOA Youth Program/Jobs for America's Graduates  
851 Marietta St #500, South Bend, In 46601

### In School Youth Program

Due to the unrepresented issue of Covid, the funding structure for the JAG programs in Region 2 has changed. However, the Youth team of Region 2 wants to continue to serve and support students in these communities as well as St. Joseph County. We are taking the same principles of the JAG program and converting them into an In School youth program.

The program will consist of:

- An in school case manager providing instructional tools and resources to support and mentor high school students age 14-21 in achieving graduation and successfully transition to a career, post-secondary education, training/certification and/or military
- An environment of support and mentoring through a one-on-one format whether it be in person or virtual increasing the focus for students who may need additional assistance
- No limit on the number of students being served or required grade level for participation providing an opportunity to serve the younger population who would not have been able to with the JAG program requirements
- Providing services that would align with the required guidelines of the graduation pathway for employability skills enabling students to continue to receive this portion of their required pathway
- Providing networking opportunities for students to learn and engage with potential resources, employers and other entities within the community for greater outreach opportunities
- Flexibility for each student served to have a more personalized structure and plan for their specific goals

**EVERFI, Inc. and the Indiana Parenting Institute**  
**Memorandum of Understanding**

This MEMORANDUM OF UNDERSTANDING (the “*Agreement*”) is made and entered into as of the 11th day of August, 2020 (the “*Effective Date*”), by and between EVERFI, Inc. (“EVERFI”) and the Indiana Parenting Institute, on behalf of itself and each of its participating schools (collectively, “Organization”). For purposes of this Agreement, EVERFI and the Organization shall be referred to individually as a “Party” and collectively as the “Parties”.

**WHEREAS**, EVERFI is a leading education technology company with the mission to help Organizations teach critical topics such as financial capability, character education, career choice and digital literacy; and

**WHEREAS**, the Organization wants to empower students to succeed in school, college, careers and life and believes that EVERFI’s digital curriculum will help teachers provide engaging, high quality, and consistent instruction to do so; and

**WHEREAS**, EVERFI and the Organization desire to create an agreement to bring EVERFI curriculum to schools within the Organization.

**NOW, THEREFORE**, for good consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties, intending to be legally bound, agree as follows:

**Responsibilities of EVERFI:**

EVERFI shall:

- Provide EverFi's sponsored, evidence-based digital curriculum to schools within the Organization at no cost. This curriculum will be available the entire school year and in the summer, and the specific resources and objectives can be found at [www.EVERFI.com/k12](http://www.EVERFI.com/k12).
- Provide free professional development (PD) for teachers. EVERFI can deliver PD on an individual teacher/school basis or large group basis. Large group PD’s are preferred.
- Provide real-time data for teachers on student progress via a digital teacher dashboard.
- Provide timely support to teachers regarding implementation or technical questions related to its digital curriculum.
- Provide opportunities for schools, as available, to interact with program sponsors, including special events, classroom visits, and other opportunities.
- Include Organization teachers and administrators in webinars and other events hosted by EVERFI about life skills for students.
- Meet high standards for student data privacy – EVERFI’s K12 policy is outlined in Exhibit A.
- Provide the Organization with an EVERFI point of contact for the program and for any contract related questions.
- Provide access to EVERFI’s [research and insight information](#).

**Responsibilities of the Organization:**

The Organization shall:

- Identify an overall point person for EVERFI to coordinate an annual meeting and other partnership details.
- Invite EVERFI staff to present at relevant teacher PD's throughout the school year or help set up other means of training teachers.
- Meet with EVERFI staff annually over the summer to review the results and discuss the partnership for the following school year.
- As Organization deems appropriate, share elements of the partnership via social media and other outlets or provide a thank you or recognition to the sponsors funding EVERFI's programs.

**Term:**

This Agreement is for the entire school year and will renew automatically each year on July 1<sup>st</sup> for the upcoming and academic year unless EVERFI or the Organization give one month notice of termination. Both EVERFI and the Organization also reserve the right to terminate this Agreement upon thirty (30) days prior written notice if the other Party fails to perform the terms and conditions in this Agreement.

**Mutual Protections:**

This Agreement shall be interpreted and governed by the laws of the state of California, excluding any laws that direct the application of another jurisdiction's law.

Except as required by law, neither Party shall be liable to the other for consequential, special, punitive, incidental or indirect damages whether arising in contract, in tort or otherwise in connection with performance or failure to perform the Agreement.

In the event that any provision or provisions of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions shall continue in full force and effect.

Any modification or assignment of the Agreement will be effective only if in writing and signed by both parties. A waiver of any term or condition of this Agreement must be in writing executed by both parties.

Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested.

This Agreement may be executed in any number of counterparts.

**IN WITNESS WHEREOF**, the undersigned have executed this Agreement as of the date and year first above written.

EVERFI, INC.

Signed: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Indiana Parenting Institute Inc. of St. Joseph

Signed: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## EXHIBIT A EVERFI K12 Data Privacy Policy

### Overview

As a provider of online content, EVERFI takes student privacy very seriously and complies with two specific pieces of legislation protecting student privacy:

- **Family Education Rights and Privacy Act (FERPA):** Mandated by the Department of Education to protect the privacy of education records while still allowing for effective use of data.
- **Children's Online Privacy Protection Act (COPPA):** Mandated by the FTC to protect children under 13 from unfair or deceptive uses of personal information.

Both of these regulations address third party handling of Personally Identifiable Information (PII) and Education Records. EVERFI collects a narrow set of PII, referred to as "Directory Information" under FERPA.

Schools have the right to share this information with EVERFI, and EVERFI has the right to store this information so long as the information is not disclosed to third parties, and there are proper measures in place to delete all records upon request.

As a practice, EVERFI only uses PII for core business practices such as troubleshooting technical issues and presenting teachers with reports for individual students (such as rosters and scores). All student data, when analyzed internally or shared externally, is aggregated and de-identified, meaning it cannot be traced back to individual students.

#### PII Related Data Being Stored (K-12)

- Date of Birth is requested (to support COPPA compliance) but is only stored as an over/under 13 flag.
- If a student is flagged as over 13, email is optional and first name and last name are required.
- If a student is flagged as under 13, email is not collected and first name and first initial of last name (1 character only) is required for the sole purpose of helping teachers identify students. As an alternative, teachers can direct students to register with ID numbers instead of names.

#### General Privacy Policy and Data Security

##### EVERFI DOES NOT:

- Use student data to create student profiles or perform any other type of data mining that might result in damaging or discriminatory representations of student ability
- Use or sell student data for commercial purposes, such as creating targeted ads
- Use or sell student data for marketing research purposes
- Share email addresses or individual student data with third parties
- Store PII data on removable drives
- Email PII data directly to anyone

##### EVERFI DOES:

- Analyze and report on student data in de-identifiable and/or aggregate form, either to improve our learning products or communicate the impact of a program to third parties. Data is retained only for educational purposes.
- Use best of breed cloud-based hosting and system admin services in Amazon Web Services to host and keep all data secure
- Encrypt all data at rest, encrypt all hard-drives, and use TLS encryption for data transfer
- Use role-based access control on a need-to-know basis for staff
- Incorporate appropriate password policies based on specific roles and markets
- Archive and remove student data every 4 years (on a rolling basis)
- Run vulnerability and penetration security testing
- Have formal policies and programs in place regarding:
  - System Change Management
  - Staff Security Training and Review
  - System Log Monitoring, Review, and Audit
  - User Access Monitoring, Review, and Audit
  - Service Interruption Contingency and Support Escalation

# Memorandum of Understanding

between

Vincennes University-Early College Northeast Indiana

and

Indiana Parenting Institute Inc. of St. Joseph County

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Reposition Inc. and the Indiana Parenting Institute Inc. of St. Joseph County who are providing services and/or financial support to the 21<sup>st</sup> CCLC program.

Partner name: Vincennes University Early College Programs-Northeast Indiana

Partner representative: Dr. Odelet Nance

Position: Assistant Dean of Instruction-Early College

Address: 8207-2a Lakeside Ct.

Telephone: 260-446-0240 ext. 7502

E-mail: onance@vinu.edu

Partner name: Indiana Parenting Institute Inc. of St. Joseph County

Partner representative: Leslie Ann Waters Wesley

Position: Executive Director

Address: 215 W. Madison Street, South Bend, IN 46628

Telephone: 574-404-6170

E-mail: leslie.wesley@indianaparentinginstitute.org

## **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of a 21<sup>st</sup> Century Community Learning Center (CCLC) subgrant.

This agreement is to establish and coordinate joint processes and procedures for the provision of the 21<sup>st</sup> CCLC program (including summer, before school, weekends, evenings, in-service days, vacation breaks, etc.) for students, family engagement activities, staff development, supervision, and program evaluation.

## **21st Century Community Learning Centers Vision and Overview**

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the afterschool program, it is important that all partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21<sup>st</sup> CCLC investment:

## Cooperation

The activities and services rendered shall include, but not limited to:

- a. Coordinate college readiness training for teachers and staff for 21<sup>st</sup> CCLC
- b. Assist with transitional coaching for students advancing to CTE certification and/or Associate Degree
- c. Recommend remedial and general education courses to students and parents (if needed)
- d. College Tour to Vincennes University
- e. Offer study skills course for 3 academic credits (\$75 for full pay students, \$0 free/reduced students)
- f. Credential Instructors and monitor curriculum delivery for study skills course
- g. Provide assistance in training for Accuplacer intervention, My Foundations Lab during study skills course

**Vincennes University Fees: \$2,244 per study skills course (Adjunct Instructor); \$1,200 (Assistant Dean of Instruction to train, monitor, assist with curriculum development)**

## Duration

The agreement is for a period of one year and may be renewed annually up to four years.

## Procedures for Modification and Termination

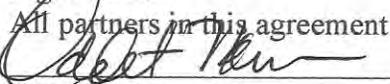
- The MOU may be modified, revised, extended, or renewed by mutual written consent of all parties, by the issuance of a written amendment, signed and dated by all parties. Submission of a revised MOU requires a program amendment to be submitted to the state coordinator.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to each of the partners. In such case, termination by one or more of the parties to this MOU does not alter the terms or obligations of the other parties to this MOU.
- An individual partners' participation in the afterschool program may be terminated for non-compliance with the MOU provided the other parties provide written notice clearly outlining the reasons for the termination.

## Severance Clause

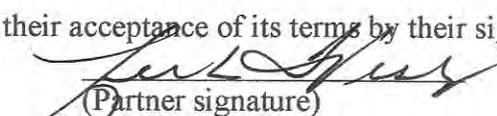
If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

## Signatures

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

  
(Partner signature)

Odelet Nance  
Assistant Dean of Instruction  
Vincennes University  
Date: 5/24/20

  
(Partner signature)

Leslie Ann Waters Wesley  
Executive Director  
Indiana Parenting Institute Inc. of St. Joseph  
Date: 5/24/20

# Memorandum of Understanding

between

Ivy Tech Community College South Bend/Elkhart

and

Indiana Parenting Institute Inc. of St. Joseph County

This Memorandum of Understanding (MOU) sets the terms and understanding between the Indiana Parenting Institute Inc. of St. Joseph County and Ivy Tech Community College, South Bend/Elkhart Campus regarding implementation of the 21<sup>st</sup> Century Community Learning Center programs.

Partner name: Ivy Tech Community College, South Bend/Elkhart Campus  
Partner representative: Dr. Katherine Kent  
Position: Vice Chancellor of Academic Affairs  
Address: 220 Dean Johnson Blvd., South Bend, IN 46601  
Telephone: 574.289.7001, ext. 5402  
E-mail: [kkent@ivytech.edu](mailto:kkent@ivytech.edu)

Partner name: Indiana Parenting Institute Inc. of St. Joseph County  
Partner representative: Leslie Ann Waters Wesley  
Position: Executive Director  
Address: 215 W. Madison Street, South Bend, IN 46628  
Telephone: 574-404-6170  
E-mail: [leslie.wesley@indianaparentinginstitute.org](mailto:leslie.wesley@indianaparentinginstitute.org)

## **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the 21st Century Community Learning Center (CCLC) grant.

This agreement is to establish and coordinate joint processes and procedures for the provision of a career readiness program, including family engagement activities, career days, career workshops, summer camps, and apprenticeship programs.

## **21st Century Community Learning Centers Vision and Overview**

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the program, it is important that partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21<sup>st</sup> CCLC investment:

## **Cooperation**

The activities and services rendered by Ivy Tech with the support of the Indiana Parenting Institute shall include, but not limited to:

- a. College Tours to Ivy Tech Community College
- b. Career Days with hands on exploration of high demand/high wage careers.
- c. Career Planning and Readiness workshops to include Dual Credit, academic programs, certificates and industry certifications, along with college study skills

- d. Summer Career Camps for more intensive hands on experience
- e. Transitional coaching for students at key stages of career development
- f. CTE Apprenticeship programs

Ivy Tech Fees for summer camp: One week, 35 students, 2 faculty and 5 college interns to deliver curriculum, supplies and refreshments/food. \$5,850.

**Duration**

The agreement is for a period of one year and may be renewed annually up to four years.

**Procedures for Modification and Termination**

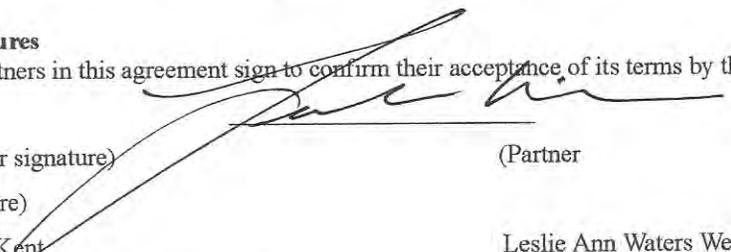
- The MOU may be modified, revised, extended, or renewed by mutual written consent of the parties, by the issuance of a written amendment, signed and dated by the parties.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to the partner.
- A partners' participation in the program may be terminated for non-compliance with the MOU provided the other party provide written notice clearly outlining the reasons for the termination, and provided a reasonable time is given to cure the non-compliance.

**Severance Clause**

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

<p>(Partner signature) signature) Kathy Kent Vice Chancellor of Academic Affairs Ivy Tech Community College, South Bend/ Joseph Elkhart Campus Date: 8/12/2020</p>	 <p>(Partner Leslie Ann Waters Wesley Executive Director Indiana Parenting Institute Inc. of St. Date: 8/12/2020</p>
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## **Memorandum of Understanding**

between

Ivy Tech Community College South Bend/Elkhart

and

Indiana Parenting Institute Inc. of St. Joseph County

This Memorandum of Understanding (MOU) sets the terms and understanding between the Indiana Parenting Institute Inc. of St. Joseph County and Ivy Tech Community College, South Bend/Elkhart Campus regarding implementation of the 21<sup>st</sup> Century Community Learning Center programs.

Partner name: Ivy Tech Community College, South Bend/Elkhart Campus  
Partner representative: Dr. Katherine Kent  
Position: Vice Chancellor of Academic Affairs  
Address: 220 Dean Johnson Blvd., South Bend, IN 46601  
Telephone: 574.289.7001, ext. 5402  
E-mail: [kkent@ivytech.edu](mailto:kkent@ivytech.edu)

Partner name: Indiana Parenting Institute Inc. of St. Joseph County  
Partner representative: Leslie Ann Waters Wesley  
Position: Executive Director  
Address: 215 W. Madison Street, South Bend, IN 46628  
Telephone: 574-404-6170  
E-mail: [leslie.wesley@indianaparentinginstitute.org](mailto:leslie.wesley@indianaparentinginstitute.org)

### **Purpose**

The purpose of this MOU is to establish an agreement among the above-mentioned parties concerning their respective roles and responsibilities for implementation of the 21st Century Community Learning Center (CCLC) grant.

This agreement is to establish and coordinate joint processes and procedures for the provision of a career readiness program, including family engagement activities, career days, career workshops, summer camps, and apprenticeship programs.

### **21st Century Community Learning Centers Vision and Overview**

Since the MOU is intended to describe and detail how partners will contribute to the establishment and maintenance of the program, it is important that partners to the MOU share a collective vision for the program and have a common understanding as to the scope and purpose of the program.

The description provided under this section will serve as a critical framework for the program as it makes decisions on the implementation of the 21<sup>st</sup> CCLC investment:

**Cooperation**

The activities and services rendered by Ivy Tech with the support of the Indiana Parenting Institute shall include, but not limited to:

- a. College Tours to Ivy Tech Community College
- b. Career Days with hands on exploration of high demand/high wage careers.
- c. Career Planning and Readiness workshops to include Dual Credit, academic programs. certificates and industry certifications, along with college study skills
- d. Summer Career Camps for more intensive hands on experience
- e. Transitional coaching for students at key stages of career development
- f. CTE Apprenticeship programs

Ivy Tech Fees for summer camp: One week, 35 students, 2 faculty and 5 college interns to deliver curriculum, supplies and refreshments/food. \$5,850.

**Duration**

The agreement is for a period of one year and may be renewed annually up to four years.

**Procedures for Modification and Termination**

- The MOU may be modified, revised, extended, or renewed by mutual written consent of the parties, by the issuance of a written amendment, signed and dated by the parties.
- Any party of the MOU may terminate their participation in this MOU by giving written notice of intent to terminate to the partner.
- A partners’ participation in the program may be terminated for non-compliance with the MOU provided the other party provide written notice clearly outlining the reasons for the termination, and provided a reasonable time is given to cure the non-compliance.

**Severance Clause**

If any part of this agreement becomes unenforceable or illegal, then the agreement will continue in force, but the offending provision(s) shall be severed from the agreement and will have no effect on the remaining services agreed to and associated performance.

**Signatures**

All partners in this agreement sign to confirm their acceptance of its terms by their signature.

DocuSigned by:  
  
 (Partner signature)  
 569FE997B3546F...

Kathy Kent  
 Vice Chancellor of Academic Affairs  
 Ivy Tech Community College, South Bend/  
 Elkhart Campus  
 Date: 8/12/2020

DocuSigned by:  
  
 (Partner signature)  
 569FE997B3546F...

Leslie Ann Waters Wesley  
 Executive Director  
 Indiana Parenting Institute Inc. of St. Joseph  
 Date: 8/12/2020

*St. Joseph High School*

**COMPLETED NON-PUBLIC CONSULTATION**

- Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

IPISJC met with **Saint Joseph High School** on **8/10/2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **South Bend/St. Joseph**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

*John Kennedy*

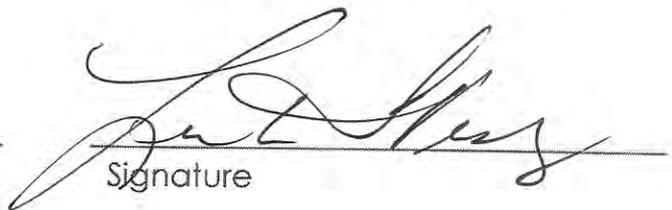
Non-Public School Representative



Signature

*Lestie Wesley*

Applicant Representative



Signature

**COMPLETED NON-PUBLIC CONSULTATION**

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

**IPISJC** met with **(St. John the Baptist)** on **8/10/2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **South Bend/St. Joseph**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

X No, we do not wish to participate

Yes, we wish to participate and request further consultation

Brian J. Carver  
Non-Public School Representative

Brian J. Carver  
Signature

Leslie Wesley  
Applicant Representative

[Signature]  
Signature

*Holy Family School*

**COMPLETED NON-PUBLIC CONSULTATION**

X Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

IPISJC met with *Holy Family School* ~~(replace with the school name)~~ on **8/10/2020** in consultation for participation in a 21<sup>st</sup> CCLC initiative in **South Bend/St. Joseph**

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

Yes, we wish to participate

X No, we do not wish to participate

Yes, we wish to participate and request further consultation

Jennifer Veldman \_\_\_\_\_  
Non-Public School Representative

*Jennifer Veldman* \_\_\_\_\_  
Signature

*Leslie Wesley* \_\_\_\_\_  
Applicant Representative

*Leslie Wesley* \_\_\_\_\_  
Signature



**PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)**

Indiana Parenting Institute of St. Joseph County (IPISJC) has deep-rooted legacy of serving families in need in South Bend. IPISJC has brought help, hope, and healing to families thanks to the commitment of dedicated staff, certified program facilitators, and licensed counselors, many of whom provide their services on a volunteer basis. IPISJC is applying to implement a CCLC program at Riley and Washington high schools, and Dickinson Fine Arts Academy.

Indiana Parenting Institute's relationship with the South Bend Community Schools Corporation (SBCBC) began in 2010 when IPISJC began providing parent/family workshops and summer programming to students in the CCLC program operated by the school corporation. In 2013, our agency was contracted by the district to operate the program. Then in 2017, IPISJC secured funding for the CCLC program and continued operating the programming. The relationship between IPISJC and SBCBC is a mutually collaborative and collective relationship. The district has demonstrated a commitment to our program by providing facilities, transportation, food service, data support, in-kind contributions, supplemental services, and supplies. IPISJC also works to help the district build partnerships in the community and provide parent programming.

As evidenced by the poverty rates of our target schools, many South Bend students are growing up in the midst of poverty. According to Census data, 22.8% of families with children under the age of 18 live below the poverty line. Improving educational outcomes for South Bend youth is critical to improving their long-term economic well-being. Among young adults, ages 18-24, 11.7% are not high school graduates, and 37.4% have only a high school diploma, making employment options limited for these young people. Furthermore, 13.1% of adults 25 and older have less than a high school diploma, 30.5% have a high school diploma, and 19.5% have some college but no degree.

Our proposed sites were selected based on persistent achievement gaps at all three schools, and community factors that indicate a need for structured after-school programming. Our activities and outcomes will be aligned to the needs of each school's improvement plan (SIP). In support of this grant application, our local evaluator reviewed each school's SIP, state report card, and met with the school's principals to discuss proposed outcomes. This was done to ensure our program aligns to efforts by schools to improve academic and behavioral outcomes.

Our partner schools are diverse in terms of demographics and student needs. All three schools have high rates of poverty, and more than 17% of students identified for special education. Riley High School is located in the same neighborhood as three homeless shelters and a domestic violence shelter. Similarly, 2.4% of Dickinson students are in foster care, and 1.1% are homeless. Further, our target schools have a growing population of ELL students. South Bend is home to a large and growing population of immigrants and refugees from all over the world. On average, 250 refugees resettle into the South Bend area each year. More than 39 native languages representing 25 countries are spoken in South Bend schools. Language barriers exacerbate academic, social, emotional and behavioral challenges for students, as well as create barriers for parent engagement.

As will be detailed in the needs assessment, passing and growth rates at all three schools are below average, and resulting in students being unprepared for college and career. Consequently, few students from these high schools who enroll in 2 or 4-year post-secondary programs are completing their degrees. Moreover, among students enrolled in CTE courses, only half of Riley students completed an industry certification in 2018-19. Washington's completion rate was much higher (95.7%), but represented far fewer students, reflecting a need to increase participation in the CTE program. The low completion rates are indicative of a lack of college and career readiness.

To address these needs, IPISJC will offer extended learning opportunities focused on **college and career readiness**, with the goal being to ensure students leave high school equipped with the skills needed for high pay, high demand jobs. Our program will help bridge the gap between current programming and desired College and Career Readiness outcomes by connecting education, business, and community partners in a way that opens doors for more opportunities for underserved students. We are using the following guiding principles from the Association of Career and Technical Education as a framework for our programming:

1. Incorporate career-related project-based learning.
2. Design projects and activities to develop employability skills.
3. Be flexible when offering exploratory and introductory CTE courses.
4. Facilitate academic and career planning with scalable online tools.
5. Enable short-term interactions with business and community leaders.
6. Provide opportunities for CTSO participation, including financial support when needed.

In support of these principles, our programming will utilize evidenced-based practices that support college and career readiness, with the goal of ensuring students leave high school equipped with the skills needed for high pay, high demand jobs. The core components of our programming are formal instruction, skill assessments, paid workplace learning activities, and credentialing. Activities will include tutoring, academic counseling, summer enrichment and college visitations. Additionally, we will also emphasize CTE programming, including career exploration and CTE courses, pre-apprenticeships, internships, industry certifications, career mentoring and career and technical student organizations (CTSOs).

To measure our success, our evaluation plan is based on evidenced-based research on predictors of post-secondary success compiled by the College and Career Readiness and Success Center.<sup>1</sup> The following graphic outlines a continuum of indicators directed at improving future achievement and educational attainment. These indicators provide relevancy for our performance selected measures, activities, assessment strategies and professional development. Each performance measure for our program links back to overarching indicators of college and career readiness.

### **PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)**

#### **1. Minimum Criteria**

Our application meets the qualifying criteria by proposing to serve three sites that have FRL rates exceeding 40%. Additionally, all three sites Approach or Does Not Meet federal accountability. Dickinson is also a D-rated school for state accountability and identified for targeted support.

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<sup>1</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

CCLC Cohort 10 Application - Indiana Parenting Institute of St. Joseph County (IPISJC)

<i>School Site</i>	<b>Eligibility FRL Rate</b>	<b>State Rating</b>	<b>Federal Rating</b>
<i>Dickinson Fine Arts Academy</i>	84.5%	D	Does Not Meeting Expectations
<i>Riley High School</i>	59.2%	B	Approaches Expectations
<i>Washington High School</i>	78%	C	Does Not Meet Expectations

**1. Origin of Partnership**

Indiana Parenting Institute of St. Joseph County (IPISJC) currently operates a CCLC funded program, P2Success (Pathways to Success) serving students at Riley and Washington High School (Cohort 8). The Indiana Parenting Institute of Saint Joseph County (IPISJC), as the managing agency, has a deep-rooted legacy of serving families in need. IPISJC has brought help, hope, and healing to families thanks to the commitment of dedicated staff, certified program facilitators, and licensed counselors, many of whom provide their services on a volunteer basis.

Indiana Parenting Institute’s (IPISJC)relationship with the South Bend Community Schools Corporation (SBCBC) began in 2010 when IPISJC began providing parent/family workshops and summer programming to students in the CCLC program operated by the school corporation. In 2013, our agency was contracted by the district to operate the program. Then in 2017, IPISJC secured funding for the CCLC program and continued operating the programming.

The relationship between IPISJC and SBCBC is a mutually collaborative and collective relationship. The district has demonstrated a commitment to our program by providing facilities, transportation, food service, data support, in-kind contributions, supplemental services, and supplies. IPISJC also works to help the district build partnerships in the community and provide parent programming.

Our other key partners in this proposal is eDynamic Learning. In 2020, IPISJC and SBCSC jointly launched a pilot project with eDynamic Learning, the largest publisher of CTE elective courses in the United States. eDynamic Learning had already being working with SBCSC for two years, in partnership with Chad Addie the district CTE director. The latest project was the Preparing for College and Career course for at risk students at Dickinson Middle School. The relationship is now expanding to other programs.

**2. Priority Area**

IPISJC will offer extended learning opportunities focused on **college and career readiness**, with the goal being to ensure students leave high school equipped with the skills needed for high pay, high demand jobs. Our program will help bridge the gap between current programming and desired College and Career Readiness outcomes by connecting education, business, and community partners in a way that opens doors for more opportunities for underserved students.

The core components of our programming are formal instruction, skill assessments, paid workplace learning activities, and credentialing. Activities will include tutoring, academic counseling, summer enrichment and college visitations. Additionally, we will also emphasize CTE programming, including career exploration and CTE courses, pre-apprenticeships, internships, industry certifications, career mentoring and career and technical student organizations (CTSOs).

By supporting a feeder middle school, we can help improve the long-term outcomes of Washington and Riley high schools and provide a continuum of college and career ready programming as students transition from middle to high school. As will be detailed in the needs assessment, few students from these high schools who enroll in 2 or 4 year post-secondary programs are completing their degrees. Moreover, among students enrolled in CTE courses, only half of Riley students completed an industry certification in 2018-19. Washington's completion rate was much higher (95.7%), but represented far fewer students, reflecting a need to increase participation in the CTE program. The low completion rates are indicative of a lack of college and career readiness.

**PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)**

Our proposal will serve at least 75% or more High School youth, while also supporting a feeder middle school to strengthen preparedness for high school readiness.

While we are applying for priority points to serve high school students, it should also be noted that we also intend to dedicate 30% or more of our programming to our special population students. Riley High School is located in the same neighborhood as three homeless shelters and a domestic violence shelter. Similarly, 2.4% of Dickinson students are in foster care, and 1.1% are homeless. Washington and Dickinson both have a high number of ELL students, and all three schools have more than 17% of students identified for special education.

<i>School Site</i>	<i>School Population</i>	<i>ELL Population</i>	<i>SPED Population</i>	<i>Other Populations</i>	<i>Projected # Students Served</i>
<i>Dickinson Fine Arts Academy</i>	671	14.6%	18.8%	Foster Care: 2.4% Homeless: 1.1%	80
<i>Riley High School</i>	1055	6%	17.3%	Foster Care: 1.7% Homeless: 0.3%	125
<i>Washington High School</i>	731	9.3%	18.3%	Foster Care: 1.8% Homeless: 0.6%	125

**NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)**

***1. Data Evidence***

***Achievement Data*** (e.g., state assessment scores, number of youth below grade level, etc)

**Proficiency and Growth**

At all three schools, the majority of students are below proficient in ELA and Math. In 2018-19 56% of Dickinson students were below proficiency in ELA and 77.1% in Math. Both high schools have below average passing rates in ELA (Riley, 49.3%; Washington, 23%), and significantly lower in Math, just 20.6% for Riley and 5.6% for Washington. Passing rates in Biology/Science were consistent with the low proficiency in Math for all three schools.

In addition, too few students are meeting their growth targets. At Dickinson, only 30.3% of students met their growth target in ELA and 7.1% in Math. Growth was even lower for the bottom performing quartile of students (13.5% ELA, 3.5% Math). At the high schools, just over half of Riley students met their ELA target, but less than a quarter at Washington. In Math, only 6.2% of Washington 10<sup>th</sup> graders met their growth target, compared to 24.3% for Riley.

Dickinson Fine Arts Academy Grades 6-8	Below Proficiency	At or Above Proficiency	Met Growth Target	Bottom 25% Met Growth Target
ELA	56%	15.9%	30.3%	13.5%
Math	77.1%	5.7%	7.1%	3.5%

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Science (4 & 6)	73.2%	5.4%		
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**2018-19 10<sup>th</sup> Grade ISTEP**

	ISTEP 10 ELA	ISTEP 10 Math	Met or Exceeded ELA Growth Target	Met or Exceeded Math Growth Target	ILEARN Biology At or Above Proficiency
<i>Riley</i>	49.3%	20.6%	53.9%	24.3%	20.8%
<i>Washington</i>	23%	5.6%	23.2%	6.2%	4.7%

While Riley’s overall performance exceeds Washington’s, there is significant racial disparity in terms of Math growth at Riley. Only 9% of Black students and 9.5% of Hispanic students met their Math growth target, compared with 34.8% Multiracial, and 48.1% of White students. Racial disparities in proficiency are also evident at both schools. The passing rate in ELA for Black students at Washington (14.6%) is well below other demographic groups. At Riley both the ELA and Math passing rates are significantly lower for both Black and Hispanic students, in comparison to Multiracial and White students.

**2018-19 ISTEP 10 Passing Rates by Demographics- Riley High School**

	Overall Passing	Black	Hispanic	Multi-racial	White	ELL	FRL	SPED
<i>ELA</i>	49.3%	35.7%	42.7%	60%	71.6%	0%	44%	6.9%
<i>Math</i>	20.6%	7.8%	9%	32%	45.3%	0%	14.2%	3.4%

**2018-19 ISTEP 10 Passing Rates by Demographics- Washington High School**

	Overall Passing	Black	Hispanic	Multi-racial	White	ELL	FRL	SPED
<i>ELA</i>	23%	14.6%	31.4%	30.8%	40%	0%	25.2%	0%
<i>Math</i>	5.6%	4.7%	8%	0%	6.7%	0%	5.6%	0%

Furthermore, at Washington, nearly 20% of ELL students remain at the entering or beginning level of English Language development at the high school level, and 12% at Riley. Nearly a third (26.9%) of ELL students at Dickinson student remain at Level 1 or Level 2 in middle school.

English Language Proficiency	% ELL School Population	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5 & 6 - English Proficiency
Dickinson	14.6%	3%	23.9%	47.8%	25.4%	
Riley	6%	1.7%	10.3%	60.3%	27.6%	0%
Washington	9.3%	1.5%	17.9%	55.2%	25.4%	0%

Across all three schools, improving literacy outcomes for all students, and especially for Black, Hispanic and ELL students is critical. Poor reading skills create a lifelong barrier for individuals impacting their quality of life, employability and economic opportunity.

**Graduation and Post-Secondary Outcomes**

Graduation alone is not an indication of college or career readiness. Indiana defines diploma strength as completing the requirements of Indiana’s Core 40 diploma or higher, and without receiving a waiver. Only 36.7% of Washington graduates in the 2019 class met this standard, even though 61.9% meet the College and Career readiness credential by earning dual-credits.

**2018-19 Cohort**

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	4 Year Graduation Rate	Diploma Strength	Honors Diploma	College and Career Readiness Credential	Earned CCR by Dual Credit	Earned CCR by Industry Standard Credential	Drop-Outs
Riley	81.1%	64.5%	30.3%	59.1%	58.1%	39.4%	12%
Washington	73.9%	36.7%	26.6%	61.9%	61.9%	13.1%	15.4%

At both high schools, about a third of graduates earned an Honors diploma in 2019, a strong indicator of college readiness. At Washington, 39.2% of Honors graduates were Hispanic, 23.5% White, 18.3% Black and 10% Multiracial. At Riley, 46.3% of Honors graduates were White, 25.5% Hispanic, 19.8% Black and 14.3% Multiracial. Based on the 2018 graduation cohort, more than half of the graduates at both high schools enrolled in college upon completing high school, with Honors graduates more likely to enroll.

**2017-18 Cohort**

**Graduates who enrolled in College by Group**

	Graduation Rate	Enrolled in College	Honors Diploma	Core 40 Diploma	FRL	Asian	Black	Hispanic	White
Riley		55%	87%	45%	44%	*	54%	44%	62%
Washington		56%	*	49%	56%	n/a	57%	55%	35%

\*N Size too small

However, in terms of college completion rates, data from the 2017 cohort shows that few students from these high schools are completing 2- or 4-year degrees. Among the graduates from Riley, only 14% of students who enrolled in a 2-year program (2017 cohort) graduated on time, and 23% in 4-year programs (2015 cohort). For Washington graduates, 0% of graduates enrolled in a 2-year program (2017 cohort) graduated on time, and 18% in 4-year programs (2017 cohort). This low completion rate is indicative of a lack of college readiness.

CTE data

College is not the only pathway to a sustainable career. Among students who are identified as CTE concentrators, 50% of Riley CTE students (79/158) completed an Industry assessment in 2018-19, compared to 95.7% (44/46) at Washington. While Washington's completion rate is much higher, the total enrollment in the CTE program is very low compared to Riley.

At both schools, the completion rate for males is lower than females (Riley -22.7%, Washington 16.7%). In comparison to other demographic groups, completion is notably lower for White students at Riley (40.9%). Additionally, at both schools, no CTE students in 2018-19 identified as being ELL, and only 21 were identified for special education (Riley, 19; Washington, 2).

**Student Demographic Data (e.g., measures of poverty, ethnicity, etc.)**

Our partner schools are diverse in terms of demographics and student needs. At Dickinson and Riley, about half of the students are Black, and about a third are Hispanic. In contrast, Riley has a higher percentage of White students than Dickinson and Washington. This is due to the magnet focus on Engineering, and reflective of a need to attract more diverse students into that magnet program and career pathway.

In terms of student needs, all three schools have high rates of poverty, and more than 17% of students identified for special education. Riley High School is located in the same neighborhood as three

homeless shelters and a domestic violence shelter. Similarly, 2.4% of Dickinson students are in foster care, and 1.1% are homeless.

Further, our target schools have a growing population of ELL students. South Bend is home to a large and growing population of immigrants and refugees from all over the world. On average, 250 refugees resettle into the South Bend area each year. More than 39 native languages representing 25 countries are spoken in South Bend schools. Language barriers exacerbate academic, social, emotional and behavioral challenges for students, as well as create barriers for parent engagement.

	Asian	Black/African American	Hispanic	White	Multiracial
<i>Dickinson</i>	0.4%	47.4%	32.5%	12.1%	7.5%
<i>Riley</i>	0.9%	32.9%	25.5%	31.5%	9.1%
<i>Washington</i>	0.8%	50.5%	29.5%	9.3%	9.8%

<i>School Site</i>	<i>School Population</i>	<i>FRL</i>	<i>ELL</i>	<i>SPED</i>	<i>Other Populations</i>
<i>Dickinson</i>	671	84.5%	14.6%	18.8%	Foster Care: 2.4% Homeless: 1.1%
<i>Riley</i>	1055	59.2%	6%	17.3%	Foster Care: 1.7% Homeless: 0.3%
<i>Washington</i>	731	78%	9.3%	18.3%	Foster Care: 1.8% Homeless: 0.6%

***Student Behavior Data*** (e.g., attendance rates, dropout rates, discipline data,, etc.)

At all three schools, students are losing a considerable amount of learning time due to absenteeism and discipline issues. In 2018-19, 16.6% of Dickinson students had in-school suspension, and 36.9% of students had out-of-school suspensions. Among Dickinson those with in-school suspensions, 26.4% are Special Education students. At the high schools, 20% of Washington students were suspended in 2018-19, with 28.6% of suspended students being Black. Washington and Riley has the highest number of discipline referrals among South Bend high schools among Black students, and Dickinson has the highest in middle schools for both Black and Hispanic students. In should be noted that during the district’s CTE needs assessment, stakeholders noted the high rate of out-of-school suspension for Black students as a contributing factor in low completion rates.

<i>School Site</i>	<i>% of Students who are Model Attendees</i>	<i>Chronic Absenteeism Rate</i>	<i>In School Suspensions</i>	<i>Out of School Suspensions</i>
<i>Dickinson</i>	53%	36.1%	16.6%	36.9%
<i>Riley</i>	49.9%	31.9%	5.8%	10.5%
<i>Washington</i>	42%	41.6%	4.4%	20.2%

Students with poor attendance and discipline issues are more likely to drop out. At Riley, 12% of students dropped out in 2018-2019, and 15.4% for Washington. At Riley, the drop-out rate is higher for Black and Hispanic students. Whereas at Washington, Black (20.7%) and White (13%) students account for highest demographic groups dropping out. Also, at Washington, 17.4% of drop-outs were special education students, and 5.6% at Riley.

## 2. Current Programming

In South Bend there is a lack of high school age out-of-school programming. Unless offered by a school, there are limited after-school opportunities for high school students. The Boys and Girls Club offers after-school programming, but is mainly geared towards K-8. Mentoring is provided by 100 Black Men and 100 Black Women, but to a small number of students. JAG is also offered in the high schools, but not for our proposed middle school. Perkins funding for CTE programming is almost mostly distributed to high schools.<sup>2</sup>

Additionally, there is a lack of programming directed at workforce and college readiness. SBCSC offers a Career and Technical Education (CTE) program that begins at 11<sup>th</sup> grade. While the coursework is during the school day, there are elements that can be supported by after-school programming. Based on the district's Program Quality Assessment among the weakest quality components of the district's CTE program were: Work-Based Learning (2.3); Business & Community Partnerships (2.2); and Career & Technical Student Organizations /CTSOs (2.1). Riley High School currently offer chapters for BPA (Business Professionals of America) and FBLA (Future Business Leaders of America), with students meeting before and after-school. No such career clubs are offered at Washington. Also, work-based learning opportunities are only offered to CTE students who are not behind in credits, leaving out non-CTE students and those who might benefit from real-world relevancy to re-engage in school.

The report also stated that CTE programs in SBCSC need significantly increased interaction with local industry workforce leaders in order to align all pathway programs with industry partners resulting in increasing interaction and integration in the form of applied certifications / industry credentials, internships, apprenticeships, and other work-based learning. Moreover, in terms of student performance in CTE courses, stakeholders identified four root causes for poor student performance in CTE courses: 1) lack of conversations with students as stakeholders, 2) poor literacy skills, 3) lack of knowledge about CTE programming, and 4) lack of programming for disadvantaged populations.

SBCSC's CARE initiative will be expanding counseling in district schools. The district is hiring three mental health professionals (Intervention Specialists) to create a Rapid Response Team dispatched to district schools and coordinate professional development to existing school-based mental health professionals (social workers, counselors, school psychologists) to increase the use of validated therapeutic counseling strategies, including *Cognitive Behavior Therapy* and *Aggression Replacement Therapy*. Students with individualized needs that extend beyond the licensed expertise of school counselors will be referred to public mental health service agencies that offer a variety of clinical treatment options for social, emotional, substance abuse, and clinical diagnoses.

## 3. Enhance or Expand

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<sup>2</sup> Association for Career and Technical Education. *Career Exploration in Middle School*. [https://www.acteonline.org/wp-content/uploads/2018/02/ACTE\\_CC\\_Paper\\_FINAL.pdf](https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf)

Our program will help bridge the gap between current programming and desired College and Career Readiness outcomes by connecting education, business, and community partners in a way that opens doors for more opportunities for underserved students. Our partnership with SBCSC can help increase work-based learning placements, expand community and business partnerships, and support students in starting CTE student organizations.

As noted in the assessment of current programming, the district's CTE program assessment identified a need for more work-based learning opportunities, business and community partnerships and enhanced CTSOs. The Northern Indiana Workforce Board will be partnering to help expand work-based learning opportunities to all CCLC participants, not just to on-track CTE students. There will be no limit on the number of students being served or required grade level for participation, thus providing an opportunity to serve younger students who would not have been eligible under JAG program requirements. An afterschool case manager will provide instructional tools and resources to support and mentor high school students age 14-18 in achieving graduation and successfully transition to a career, post-secondary education, training/certification and/or military.

In 2018-19, 204 students at Riley and Washington were enrolled in the SBCSC CTE program, and 123 completed an industry assessment. Our programing will enhance the CTE programming by providing career mentoring to students and skill assessments aimed to helping students complete an industry certification. Additionally, as already noted, Riley High School currently has chapters for BPA (Business Professionals of America) and FBLA (Future Business Leaders of America), with students meeting before and after-school. On average 20-25 students participate at Riley, and no such career clubs are offered at Washington. Our after-school program will enhance the CTSOs by encouraging participation among students, providing support and planning time for competitive projects, and linking students to career mentors.

Our program will also support SBCSC's CARE initiative by collaborating to identify students in need of counseling services, provided by CARE counselors. The initiative is starting in the 2020-21 school year. Additionally, results of the most recent districtwide *Indiana Department of Education School Climate and Culture Survey (see Identified Needs)*, administered in February and March of 2019, indicated a desire by students to do well in school, but also a severe degree of disengagement and disconnectedness from teachers and relevancy of learning. By providing career mentoring and enrichment activities, we can help students develop a greater sense of relevancy to learning.

#### **4. Identified Needs**

Our proposed sites were selected based on persistent achievement gaps at all three schools, and community factors that indicate a need for structured after-school programming. Our activities and outcomes will be aligned to the needs of each school's improvement plan (SIP). In support of this grant application, our local evaluator reviewed each school's SIP, state report card, and met with the school's principals to discuss proposed outcomes. This was done to ensure our program aligns to efforts by schools to improve academic and behavioral outcomes.

We also reviewed feedback from a 2018 IDOE review of our CCLC program. IDOE staff observed programming and interviewed students. Students indicated a need for more homework time, more availability of quiet space, and enthusiasm for enrichment activities. A need for more social and

emotional programming was identified, such as conflict management, building healthy relationships and positive support systems.

One critical community factor identified is the increasing immigrant population in the target schools. As noted in the needs assessment, nearly 20% of Washington's ELL students remain at the entering or beginning level of English Language development at the high school level, and 12% at Riley. Nearly a third (26.9%) of ELL students at Dickinson student remain at Level 1 or Level 2 in middle school. These students need extended literacy support and instruction after-school in order to gain English language proficiency and expand their education and career opportunities.

According to data from Indiana Kids Count, the percentage of single parent households in South Bend has increased from 18% in 2015 to 35.7% in 2018. Students have provided feedback that they want more supervision after-school programming. With no supervision, students are more likely to be at risk of engaging in gang activity or other harmful behavior to themselves or others. At our two target high schools there is a concentration of gang activity. Additionally, 2020 has seen a significant increase in gun related violence. Given the increased violence in our community, there is a need for safe places and programs for our youth to attend after-school.

We also coordinated with the district's CTE Director to align our programming to the district's Perkins V grant comprehensive needs assessment. In that needs assessment, stakeholders reviewed student performance data and identified service gaps. Stakeholders included students, teachers, parents and area employers. According to the assessment, despite rigorous recruitment processes for CTE pathway programs, students, parents, and community members often respond that "we had no idea" at the range and availability of district CTE programs. Barriers common to a high poverty urban environment have impacted students' and parents' motivation to pursue career pathways that are perceived to be unobtainable and not as necessary as more pressing immediate family, social, or academic needs.

Stakeholders indicated a need to increase CTE completion rates among diverse students. Among these groups, the increasing ELL population was identified as needing more support, as was literacy in general. Poor literacy rates and academic skills may disqualify students from pursuing CTE programs. Further, despite increased promotion of CTE programs by the district, across secondary grade levels, feedback from community stakeholders and students indicated that work is needed to close communication gaps regarding the range and availability of programs, including a greater awareness of emerging in-demand jobs and alignment throughout career pathway development. Additionally, the report identified a need for students to begin pathway programs earlier in high school to allow for increased work-based learning and paid apprenticeships Senior year

Our program reviewed findings from SBCSC's *CARE* Planning Task Force – comprised of school administrators, teachers, counselors, school social workers, students, parents and community representatives. The task force conducted a thorough needs assessment to identify gaps and weaknesses in school climate. Results of the most recent districtwide *Indiana Department of Education School Climate and Culture Survey*, administered in February and March of 2019, indicated a desire to do well in school, but also a severe degree of disengagement and disconnectedness from teachers and relevancy of learning.

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IDOE School Climate and Culture Survey Results, 2019		
Student Responses (n=7,407)	Unfavorable	Favorable
How much does behavior of other students hurt or help your learning?	82%	
How excited are you about going to your classes?	86%	
How often do your teachers seem to be excited about teaching your classes?	67%	
In your classes, how eager are you to participate?	73%	
When not in school, how often do you talk about ideas from your classes?	84%	
Overall, how interested are you in your classes?	71%	
If you walked into class upset, how many of your teachers would be concerned?	69%	
When teachers ask how you're doing, how many are really interested?	68%	
How interesting do you find the things you learn in your classes?	74%	
How much do you see yourself as someone who appreciates school?	59%	
How often do you use ideas from school in your daily life?	79%	
How important is it to you to do well in your classes?		84%

**PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)**

**1. Project Collaboration**

The proposed P2Success program will be implemented in coordination with a variety of local partners and city-wide community partnership initiatives. Indiana Parenting Institute, Inc. St. Joseph County has established a motivated and highly committed network of support that includes the involvement of school and community partners who have joined resources to deliver the program during the 4-year grant and beyond.

SBCSC	In-Kind	Building Space, staffing, academic supports, nutrition, bilingual support, transportation. Character Education/Social Emotional support for students and parents. Professional development training for student mentors. (Leadership Academy) Diversity & Inclusion Training. SEL support and training.
Garwood Consulting	Contractual	Serving as External Evaluator, providing training to program staff on data management, outcome evaluation, and best practices
INvesteded	In-Kind	Indiana Kids Grant, tutors, online tutoring, pre-service teachers, workshops for parents, Summer Bridge Program, Dual-Credits, Mentoring, Prof. Dev., STEM training and family enrichment.
Vincennes University	In-Kind/ Contractual	Professional development, Dual-Credits supports Parent workshops. Indiana Kids Grant, tutors, online tutoring, pre-service teachers, workshops for parents, Summer Bridge Program, Dual-Credits, Mentoring, Prof. Dev., STEM training and family enrichment
Ivy Tech Community College	In-Kind/ Contractual	Workshops, Dual Credits, Camps Tours, Training Space, Workshops for Parents, Workshops for Students. Training space, Conference Space, College Fair, Adult Learning Programs, Tutors, Service-Learning Partnerships, Dual Credits.
VISTA School Resources	In-Kind/ Contractual	College/Career Curriculum- Researched & Evidence Based. Professional development and technical assistance. Cultural and linguistic framework support for ELL and ENL.

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100 Black Men Of Greater South Bend	In-Kind	Freedman Academy, College Tours, Mentoring
FIRST Indiana Robotics	In-Kind	Grant opportunities, professional development, supplies, mentoring, training
Trade Council	In-Kind	College/Career Readiness, job training, job placement, job shadowing, career exploration, certification coaching.
E3 Robotics Center	In-Kind	Professional Development Training for staff and Grant funding
WorkOne-	In-Kind	In-School Career Coach-Indiana Department of Workforce Development. Resume Writing, Career Readiness, Workshops, Career Planning, Certifications, Jobs, Job Fairs, and Career Assessment.
South Bend Drifters Inc.	In-Kind	Character Education Program/mentoring/C.O.R.A. Ls Program
eDynamic Learning	In-Kind/Contractual	Program Digital-College/Career Curriculum- Researched & Evidence Based. Pre-College/Career Readiness Curriculum for students & families
EVERFI	In-Kind	Digital-College/Career Curriculum- Researched & Evidence Based. Pre-College/Career Readiness Curriculum for students & families.
Dream BUILDERS\$	In-Kind/Contractual	Youth Business Seminars, Entrepreneurship, and Jr. Chef

**2. Identifying Partners:**

Meetings with principals and district administrators provided data and guidance on the needs of students, and alignment with school improvement plans. Based on this input, we recruited appropriate partners to address service gaps and school goals. Partners met regularly to develop our plan, identify our evaluation metrics and select research-based strategies. The partner selection and solution processes were data driven and needs based.

Many of our partners also have long-term relationships or emerging collaborations with SBCSC. This program provides an opportunity to build more cohesive relationships between partners and the school district, that will extend well beyond the CCLC program. New partners may be identified based on the assessment of program needs through IN-QPSA, IDOE monitoring, and our external evaluator. This will be done to monitor and manage new opportunities for students.

**3. Volunteers:**

Volunteers will be sought out to fill the roles of Career Coaches, in support of our program’s goals. Career Coaches will be available to all students in order to provide encouragement, mentoring, goal setting, skill assessment, professional development, and career insight in regards to career pathways. The students will have access to local volunteers and mentors in synchronously or asynchronously through the online Indiana Career Exploration Course (ICE).

IPISJC has identified 100 workforce coaches from diverse industries. Service organizations have agreed to provide career mentoring to each of our sites. Trade unions will provide mentoring to students in trade careers. Alpha Kappa Alpha and Delta Sigma Theta provide mentoring using their nationally recognized programs to high school students at Riley and Washington. The South Bend Drifters, a civic scholarship organization, will also provide mentoring to middle school students at Dickinson. Finally, National Honor Society students will also volunteer as peer tutors to assist with homework help. This helps students complete service hours of National Honors Society recognition.

All volunteers will submit a volunteer application, and complete a background check, through Safe Hire, with IPISJC and the school district.

**PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)**

**1. Student Recruitment Criteria**

Describe the criteria and processes for recruiting targeted educationally disadvantaged youth and their families to be served from the selected school(s).

At the start of the school year, we will provide applications at school registration, and also recruit Dickinson students through existing siblings participating at Washington and Riley high schools. Recruitment can also be conducted during the daily advisory period. In coordination with school staff, targeted efforts will be made to recruit students who are both at-risk academically and high achieving students in need of supplemental programming. Similarly, we will inform social service providers who work with at-risk youth about our programming. This includes, but is not limited to, juvenile corrections, child protective services, homeless shelters, youth sports, and mentoring programs.

Low income students will be recruited through overall recruitment in these high poverty schools, but also through targeted recruitment through the 21<sup>st</sup> Century Scholar's program. In 2019-20, there were 143 students enrolled in 21<sup>st</sup> Century Scholars at the three target schools. Dickinson also utilizes the school corporation's recruiter to visit classrooms for all 8<sup>th</sup> grade students. School staff also presents to classrooms, at building town hall meetings and in parent meetings. We will work with the district to ensure information is also presented about the after-school program during 21<sup>st</sup> Century Scholar's enrollment activities. Because the activities of CCLC site support college and career readiness, middle school scholars will be able to transition to high school with a better understanding of the steps they need to take to utilize their scholarship. The relevancy of the programming to scholars is one way to retain these students in the after-school program.

Current after-school activities will also be a source for recruitment. student athletes must attend study tables help every night during their sport's season. In order to continue participating in sports, athletes must maintain a GPA of at least 1.75 and not have 2 Fs. This requirement will help recruit and retain student athletes in the program. Additionally, at Dickinson, students stay after-school to participate in the production of plays. By coordinating with the schools, we can engage these students in the CCLC program, providing tutoring, enrichment and college and career planning.

Additionally, with our focus on career exploration, we will also target freshman from Riley and Washington high schools who continue to reflect on, or have not picked, a career path, along

with any 8<sup>th</sup> graders from Dickinson Fine Arts Academy, to enroll them into our career exploration course.

<i>School Site</i>	<i>School Population</i>	<i>FRL Rate</i>	<i>ELL Population</i>	<i>SPED Population</i>	<i>Other Populations</i>
<i>Dickinson Fine Arts Academy</i>	671	84.5%	14.6%	18.8%	Foster Care: 2.4% Homeless: 1.1%
<i>Riley High School</i>	1055	59.2%	6%	17.3%	Foster Care: 1.7% Homeless: 0.3%
<i>Washington High School</i>	731	78%	9.3%	18.3%	Foster Care: 1.8% Homeless: 0.6%

## 2. Community Data

As evidenced by the poverty rates of our target schools, many South Bend students are growing up in the midst of poverty. According to Census data, 22.8% of families with children under the age of 18 live below the poverty line. Improving educational outcomes for South Bend youth is critical to improving their long-term economic well-being. Among young adults, ages 18-24, 11.7% are not high school graduates, and 37.4% have only a high school diploma, making employment options limited for these young people. Furthermore, 13.1% of adults 25 and older have less than a high school diploma. 30.5% have a high school diploma, and 19.5% have some college but no degree. Notably, prior to the COVID-19 public health crisis, the unemployment rate in South Bend was 3.6%, rising to 21.1% in April 2020, posing a potentially devastating long-term economic impact for low-income families in our community.

Increasingly the jobs in demand within in the South Bend region, as is the case elsewhere, required an education level and training beyond high school. Manufacturing, Health Services, Human & Social Services, Agri-business, Construction Trades, Transportation/Logistics, and a fast-emerging Information Technology Sector all have specific robust and growing hubs; within the five-county economic region (i.e. St. Joseph, Elkhart, Marshall, Kosciusko, and Fulton). Among the top 10 employers in the South Bend Economic Development region, 39.2% of employees are in healthcare. Low levels of proficiency in Math and Biology present a barrier for students being prepared for high demand jobs in health-related fields.

South Bend is also home to a large and growing population of immigrants and refugees from all over the world. On average, 250 refugees resettle into the South Bend area each year. Countries represented include: Liberia, Iraq, Russia, Sudan, Cuba, Iran, Serbia, El Salvador, Democratic Republic of the Congo, Columbia, Kazakhstan, Cambodia and Burma. More than 39 native languages representing 25 countries are spoken in South Bend schools. Language barriers exacerbate academic, social, emotional and behavioral challenges for students, as well as create barriers for parent engagement.

## 3. Parental Involvement

We will engage families for various reasons: recruitment, family/parent programming, and program improvement. During the recruitment process, we will work with the school's parent engagement coordinator and bilingual specialist to identify opportunities to communicate with families, and

provide translated materials. We will also hold neighborhood conversations at area businesses, churches and community organizations. Phone calls will also be made to parents for recruitment.

Programming will also include opportunities for parents to participate in family focused activities (i.e. family dinners, game nights, family dance nights), personal development workshops (i.e. financial literacy, GED classes, apprenticeship workshops, computer skills, career exploration), and activities that support and celebrate their student's education (i.e. college visits, Quarterly Student Showcase Nights).

To assist families in supporting their student's education, we will also work with families to develop college and career plans for students. This will include goal setting, college/career exploration, and high school transition activities. High school transition workshops and school tours will be provided for 8<sup>th</sup> graders and their parents, to understand their high school choices, Indiana career pathways and high school graduation requirements. Parents will also have access to resources to support their own education and job opportunities, including GED classes through SBCSC Adult education and apprenticeship programs.

CCLC families will also have the opportunity to participate in the Strengthening Families Program (SFP). SFP consists of a 10- to 14-week\*, two-hour skills course with separate parent, teen and child lessons held during the first hour, followed by a family practice session during the second hour. SFP skills are for all families; they are not special skills for deficient families. (In SFP, a "family" is defined as one or more adults responsible for one or more children; a "parent" is an adult with that responsibility.) SFP was developed in 1982 by Dr. Karol Kumpfer, Ph.D., and associates, with funding from the National Institute of Drug Abuse. It is an evidence-based parenting program designed to help parents and kids develop happier family relationships, improve mental health outcomes, and help decrease youth alcohol and drug use, violence, and delinquent behavior.

Finally, parents will also be invited to provide recommendations, planning, feedback and support. Parents in targeted schools will be invited to attend orientation meetings; attend parent council meetings (monthly meetings updating parents of CCLC objectives & addressing their needs/concerns); participate in conferences with students who are experiencing academic difficulty; and to join their children for enrichment field trips. A family survey will be conducted twice a year to assess program satisfaction and identify family/student needs. Focus groups will also be conducted as part of the local evaluation plan.

Parents will be actively invited to field trips with the students as well as various workshops administered by WorkOne that are aimed at increasing employability and work-readiness skills (such as soft skills, resume and cover letter development, interviewing skills, etc...). Parents will be made aware of opportunities for training, such as the City of South Bend Career Pathways Program. The City of South Bend and WorkOne Northern Indiana work together to implement this program. Eligible City of South Bend residents, who are unemployed or under-employed, can receive FREE training for a high-demand career that has growth potential. Through the City of South Bend Career Pathways, people are finding meaningful new career opportunities and area businesses find skilled workers they need to fill key positions. Eligible residents may be able to enter one of many training programs: Building Trades, Certified Nursing Assistant, Class A Commercial Driver's License (CDL), Hospitality & Tourism, Manufacturing, and Auto Mechanics

#### 4. Snacks and Meals

All students will be provided dinner during the after-school program. Students participating in weekend programs or field trips will receive snacks or lunch. All meals will be overseen by the Nutrition Services Department of SBCSC in compliance with USDA guidelines.

#### 5. Weekly Schedule

Our program will operate from September through May during the school year and operate Monday through Thursday from 4:00-6:15 PM beginning with homework help/remediation. A Breakfast Club will also be offered at the middle school, two days a week. Clubs will involve project-based and hands on activities, rotating each semester (or less if necessary), and will include arts integration topics. Club topics could include robotics, Future Leaders of America, Girls Who Code, reader's theatre, service learning, and wellness. Clubs will also be an opportunity to engage existing community partners to offer programming during this time. After the club time, students will have dinner and then transition to college and career programming. These activities will include developing a college/career plan, exploring career pathways, colleges and apprenticeship opportunities and developing the social readiness for post-secondary success.

To support improving academic and behavioral outcomes, we will provide four days a week of tutoring, enrichment and college/career programming. Enrichment clubs will be offered each semester focusing on project-based and hand-on activities. After the club time, students will transition to college and career programming. These activities will include developing a college/career plan, exploring career pathways, colleges and apprenticeship opportunities and developing the social readiness for post-secondary success. Students will also have the opportunity complete an online career exploration course, and manage their career exploration activities, workforce readiness skill development and graduation pathway planning in an online platform.

<b>Dickinson Fine Arts Academy: 3 Hrs. (3:00 to 6:00)/Day x 4 Days = 12 Hrs. of Student Activities/Week</b>				
Monday	Tuesday	Wednesday	Thursday	
8:00-9:00am Breakfast Club	8:00-9:00am Breakfast Club	4:00 - 4:30 Homework Club	4:00 - 4:30 Homework Club	
4:00 - 4:30 Homework Club	4:00 - 4:30 Homework Club			
4:30 - 5:00 <b>Dinner &amp; Social</b>	4:30 - 5:00 <b>Dinner &amp; Social</b>	4:30 - 5:00 Dinner & Social	4:30 - 5:00 <b>Dinner &amp; Social</b>	
4:00 - 4:30 Health/Wellness	4:00 - 4:30 On-line Coding	4:00 - 4:30 On-line Coding	4:00 - 4:30 Health/Wellness	
4:30 - 5:00 <b>Club Base STEAM Enrichment</b>	4:30 - 5:00 <b>Club Base STEAM Enrichment</b>	4:30 - 5:00 Character Ed/Mentoring	4:30 - 5:00 <b>Club Base STEAM Enrichment</b>	

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<p><u>5:00 - 6:00</u> <b>STEM Project Base Learning-Robotics</b></p> <p><b>6:00-6:15pm</b> Student will load the bus. Free transportation will be offered to all students</p>	<p><u>5:00 - 6:00</u> <b>STEM Careers Exploration</b></p> <p>6:00-6:15pm Student will load the bus. Free transportation will be offered to all students</p>	<p>5:00-6:00 STEM Project Base Learning-Robotics</p> <p>6:00-6:15pm Student will load the bus. Free transportation will be offered to all students</p>	<p>5:00-6:00 STEM Project Base Learning-Robotics</p> <p>6:00-6:15pm Student will load the bus. Free transportation will be offered to all students</p>
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<b>RILEY HIGH SCHOOL: 10 Hrs. (4:00pm to 6:00pm) = 10 Hrs. of Student Activities/Week</b> <b>2 Hrs. (10:00am to 12pm)- Saturday Leadership</b>				
Monday	Tuesday	Wednesday	Thursday	Saturday
<u>4:00 - 4:30</u> <b>Homework Help</b>	<u>4:00 - 4:30</u> <b>Homework Help</b>	<u>4:00 - 3:30</u> <b>Homework Help</b>	<u>4:00 - 4:30</u> <b>Homework Help</b>	*College Tours- Both Center will schedule 4 college tours each semester on the weekends.
<u>4:30 - 5:00</u> Dinner & Social	<u>4:30 - 5:00</u> Dinner & Social.	<u>4:30 -5:00</u> Dinner & Social	<u>4:30 - 5:00</u> Dinner & Social	*10-12 pm- Dual Credit Course offered to Junior and Seniors (8 week/Sessions)
<u>5:00 - 6:00</u> College & Career Readiness	<u>5:00 - 6:00</u> <b>College &amp; Career Readiness</b>	<u>5:00 - 6:00</u> <b>College &amp; Career Readiness</b>  *Guest Speakers- Every Wednesday, Students will have the opportunity to hear from a guest speaker in the business community	<u>5:00 - 6:00</u> <b>Club Base Enrichment</b>  Trade Council Club Entrepreneurship Club Service-Learning Club	*SAT/ACT Prep Session offered for 4 weeks each semester on Saturday morning.
<u>6:00 - 6:15pm</u> Student will load the bus. Free transportation will be offered to all students	<u>6:00 - 6:15pm</u> Student will load the bus. Free transportation will be offered to all students	<u>5:00 - 5:30pm</u> Student will load the bus. Free transportation will be offered to all students	<u>5:30 - 5:30pm</u> Student will load the bus. Free transportation will be offered to all students	Students will be transported to Brown Learning Center.

<b>WASHINGTON HIGH SCHOOL: 10 Hrs. (4:00pm to 6:00pm) = 10 Hrs. of Student Activities/Week</b> <b>2 Hrs. (10:00am to 12pm) - Saturday Leadership</b>				
Monday	Tuesday	Wednesday	Thursday	Saturday
<u>4:00 - 4:30</u> <b>Homework Help</b>	<u>4:00 - 4:30</u> <b>Homework Help</b>	<u>4:00 - 3:30</u> <b>Homework Help</b>	<u>4:00 - 4:30</u> <b>Homework Help</b>	*College Tours- Both Center will schedule 4 college tours each semester on the weekends.
<u>4:30 - 5:00</u> Dinner & Social	<u>4:30 - 5:00</u> Dinner & Social.	<u>4:30 -5:00</u> Dinner & Social	<u>4:30 - 5:00</u> Dinner & Social	*10-12 pm- Dual Credit Course offered to Junior and Seniors (8 week/Sessions)

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5:00 – 6:00 College & Career Readiness	5:00 - 6:00 <b>College &amp; Career Readiness</b>	5:00 - 6:00 <b>College &amp; Career Readiness</b>  *Guest Speakers- Every Wednesday, Students will have the opportunity to hear from a guest speaker in the business community	5:00 - 6:00 <b>Club Base Enrichment</b>  Trade Council Club Entrepreneurship Club Service-Learning Club	*SAT/ACT Prep Session offered for 4 weeks each semester on Saturday morning.
6:00 - 6:15pm Student will load the bus. Free transportation will be offered to all students	6:00 - 6:15pm Student will load the bus. Free transportation will be offered to all students	5:00 – 5:30pm Student will load the bus. Free transportation will be offered to all students	5:30 - 5:30pm Student will load the bus. Free transportation will be offered to all students	Students will be transported to Brown Learning Center.

**6. Alignment to Standards**

As a program focused on post-secondary readiness, our activities align to College and Career readiness indicators within the Indiana Afterschool College & Career Readiness Standards, primarily standards 2 and 5. These indicators focus on creating a college-going culture among youth, creating partnerships to support college and career readiness, supporting academic preparation, engaging youth in college and career exploration, educating families about college financing, and developing workforce skills.

Our programming aligns to Indiana ELA, Math and CTE standards for middle and high school students. Utilizing licensed teachers and in coordination with each school’s improvement priorities, we will integrate critical Indiana ELA and Math standards into our tutoring, homework help and enrichment activities. Additionally, our proposed programming aligns the Indiana Graduation Pathways, supporting both high school preparedness for middle schoolers, and high school graduation requirements. Students in 10-12<sup>th</sup> grade can also earn credits by participating in a CTSO, aligned to Indiana Leadership in Action standards.<sup>3</sup>

	<b>Grades 6-8 Explore</b>	<b>9-12 Experience</b>
<b>Graduation Pathway Aligned Activities</b>	<p><b>Pathway #1 Diploma Requirements</b> By 6<sup>th</sup> grade, students will receive counseling on graduation requirements and create a graduation plan. Students will receive tutoring in order to complete their course requirements.</p> <p>10<sup>th</sup>-12<sup>th</sup> grade students can earn up to 6 credits for participating in Career and Trade Student Organizations (CTSO) during after-school time.</p> <p><b>Pathway #2: Learn &amp; Demonstrate Employability Skills</b> Middle school students will complete the Indiana approved career exploration course (<a href="#">0493.68 Exploring College and Careers</a>) High school students participate in job shadowing and internships</p>	

<sup>3</sup> <https://www.doe.in.gov/sites/default/files/standards/leadership-development-action-course-framework-feb-21-2017.pdf>

		<p><b>Pathway #3: Post Secondary Ready Competencies</b></p> <p>Industry Certifications</p> <p>Honors and Technical Honors Diploma</p>
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The eDynamic Learning’s Middle School Career Exploration course we will use supports the IN DOE [0493.68 Exploring College and Careers](#) course. Both middle and high school students will explore career clusters and learn employability skills standards through the eDynamics course. Employability skills will include:

- Employable mindsets including; intellectual risk taking, appreciation of diversity, self-confidence, sense of belonging and career path.
- Self-management skills like; pride in work, self-discipline, independence, perseverance, stress management, time management, adaptability, integrity, professionalism and work ethic.
- Learning strategies such as; written communication, decision making, initiative, technological savvy, attention to detail, organization, information gathering and problem solving.
- Social skills would embrace; oral communication, teamwork, leadership, conflict management and self-advocacy.
- Workplace skills would address; personal safety, follows directions, resource allocation and customer service.

This knowledge will provide each students the ability to complete future Project-Based Learning Experience, Service-Based Learning Experience, and/or Work-Based Learning Experiences. The Work Based Learning standards are supported through the eDynamic Learning Workplace Ready and Internship (WRI) course. Students will also learn about, and have the ability to take, State and Industry-recognized Credential or Certification courses. Currently students could take over 26 additional online Career-Technical Education Concentrator A and 10 Concentrator A&B courses through the same ICE course platform

### 7. Staff Recruitment and Retention

Job descriptions will be posted through a variety of sources, including the local newspaper, Indeed, the school district, the NAACP job line, local churches, and community centers. By advertising through these sources, we can reach diverse applicants. We will also attract quality candidates by paying wages comparable based on educational background and youth development certifications. Certified teachers will be paid comparable to the school district’s hourly after-school rate

Once hired, we will work to retain highly qualified staff by providing professional development opportunities, certification/licensing opportunities, and by providing meaningful evaluations that help employees grow as professionals.

#### Staff List

##### **Program Director (\$40/hour) Full-time**

- Ensure implementation of approved application;
- Complete necessary reports and submit to state;
- Develop attendance policy, calendar of activities;
- Supervise site coordinators, teaching staff and program volunteers;

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- Conduct program orientation for staff, parents, students, volunteers, and key program staff;
- Develop and maintain health and emergency plans/files;
- Attend mandated program director meetings and required professional development trainings;
- Ensure compliance with evaluation requirements, data entry into state data collection systems.
- Work with school administration and the 21<sup>st</sup> CCLC partners to develop written vision and mission statements for the grant program. Develop long-term implementation and sustainability plans that support the vision and mission statements.
- Design, develop, and maintain program databases and records systems; may assist in the preparation of reports on educational activities and events.
- Appraise the grant's operations and services to determine whether they support the vision and mission statements and commitments set in the grant proposal.

**Site Coordinator** (\$35/hour) (one part time position per site/stipend based on 15 hours/week) will be a staff person from the site school to ensure smooth coordination of educational objectives between the school day and after-school program. Site coordinator will:

- Ensure staff and students are assigned classrooms and have signed-in;
- Assist administration and faculty with the planning and development of relevant 21<sup>st</sup> CCLC curricula, case studies, field trips, and/or tutorials as appropriate to the grant program objectives, protocol, and standards.
- Oversee drop off and pick up of students;
- Coordination and distribution of daily meals;
- Ensure activities are delivered as intended;
- Ensure field trip activities are completed as scheduled and ensure that emergency contacts are accessible;
- Coordinate building support services as needed with school administration;
- Communicate with school-day teachers regarding specific student needs.
- Schedule volunteers

**Certified ELA and Math/STEM Teacher** (\$35/hour) (10 hours/week/site) Will work with students on a weekly basis to develop and update their electronic achievement portfolios while providing students with guidance and support in understanding how to track and improve their academic and classroom performance.

- Makes purposeful, enriched, and appropriate lesson plans that provide for effective teaching strategies.
- Provide enrichment programming at all sites during the school year and for the summer; and
- Participate as co-leaders/teachers during year-round programming.

**Data/Compliance Coordinator** (\$15/hour) (10 hours/week/site)

- Enter data for Cayen data collection system;
- Gather registration forms, attendance sheets and other forms required by the program;
- Coordinate meal paperwork;
- Supervise after-school activities, and

- Other administrative tasks as deemed necessary by the program director.

**Workforce Volunteer Coordinator (\$25/hour)**

- Recruit volunteers
- Market and implement promotions for program
- Develop start-up resources and implementation at all four sites.
- Market special events and work directly with the program director.

**College & Career Coordinator (\$35/hour) (hours vary, but will be available for all 21<sup>st</sup> CCLC activities)**

- Plan, organize, develop and implement career and college events.
- Contact, schedule and arrange guest speakers from the local business community, colleges and military services to present information regarding specific occupations.
- Organize and implement the ASK College and Career program with mentors and volunteers from the community.

Several In-Kind staffing positions will support our programming as well. This includes school counselors, McKinney/Vento/Foster Care Coordinator, CTE Guidance Specialists at each school, Dual Credit and CTE Testing Coordinator, Title IV funded site coordinator and data assistant, and the Assistant Superintendent of College and Workforce Readiness.

**EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)**

**Participation**

In 2017, IPISJC began operating a CCLC program at Riley and Washington high schools. In 2019-20, we made significant gains in registering students. However, attendance was disrupted by the COVID-19 public health crisis. Nonetheless, this indicates our outreach efforts to recruit students have been successful, and provide an opportunity to improve going forward.

*Participation Detail*

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
	<b>Riley HS</b>			<b>Washington HS</b>		
<i>Days Attended</i>	<b># Students</b>			<b># Students</b>		
<i>No Attendance</i>		1	35		1	39
<i>1 To 29 Days</i>	55	34	96	79	41	85
<i>30 To 59 Days</i>	15	25	27	38	43	6
<i>60 To 89 Days</i>	29	25	2	12	11	3
<i>90 or more</i>	7	2	0	1	1	0
<i>Total Registered Students</i>	106	87	160	130	97	133
<i>Average Number of Days Attended**</i>	40.7	40.8	16.74**	27.6	36.5	12**

\*2019-2020 program days were reduced due to COVID-19

\*\*Average Attendance is lower due to COVID-19 closure

### Academic Performance Measures

In the first year of our programming, math was an area of concern at both Riley and Washington. Only 47% of regular attending students improved or maintained a B in math at Riley, and 21% at Washington. Yet, students were earning credits in core subjects. In the second year of the program, our evaluator modified our performance measures with the approval of IDOE. The revised metrics differentiated credits by subject to determine if students were falling behind in Math in comparison to ELA. However, nearly all the regular attending students were earning credits in both subjects. Given the performance data of the schools (e.g. state passing rates, college readiness, college persistence rates), students appear to be earning credits but lacking proficiency.

Consequently, the academic metrics used in the first two years of programming, did not help our program identify needs or demonstrate some of our impact. As a result, for this proposal, we enlisted the help of a new program evaluator to redesign our performance measures. Our new measures align to evidence-based college and career readiness standards, and are based on the strategic needs of our target schools and partners school district, SBCSC.

<b>Riley- Year 1 2017-18 Performance Measures and Targets</b>	
63% of RAPS will maintain or improve their Reading/ELA grade level performance from Fall 2017 to Spring 2018	50%
65% of RAPS will maintain or improve their Math grade performance from Fall 2017 to Spring 2018	47%
60% of RAPS will earn a minimum of six credits during the 2017-2018 school year	96%
55% of RAPS will earn a minimum of three credits in Core 40 subject areas during the 2017-2018 school year	98%
<b>Riley- Year 2 2018-19 Performance Measures and Targets</b>	
50% of regular participants in their fourth year of high school will graduate from high school within six months of their graduation cohort	60%
50% of 9-12th grade regular participants who are enrolled in a math course during the school year will earn a minimum of 2 credits in math.	97%
50% of 9-12th grade regular participants who are enrolled in An ELA course during the school year will earn a minimum of 2 credits in ELA.	97%

<b>Washington- Year 1 2017-18 Performance Measures and Targets</b>	
63% of RAPS will maintain or improve their Reading/ELA grade level performance from Fall 2017 to Spring 2018	63%
65% of RAPS will maintain or improve their Math grade performance from Fall 2017 to Spring 2018	21%

60% of RAPS will earn a minimum of six credits during the 2017-2018 school year	96%
55% of RAPS will earn a minimum of three credits in Core 40 subject areas during the 2017-2018 school year	98%
<b>Washington- Year 2 2018-19 Performance Measures and Targets</b>	
50% of regular participants in their fourth year of high school will graduate from high school within six months of their graduation cohort	60%
50% of 9-12th grade regular participants who are enrolled in a math course during the school year will earn a minimum of 2 credits in math.	97%
50% of 9-12th grade regular participants who are enrolled in An ELA course during the school year will earn a minimum of 2 credits in ELA.	97%

### Social and Behavioral

In the second year of our programming, insufficient survey responses from teachers resulted in a lack of data on student behavior. For the purposes of this proposal, we have developed social and behavioral metrics that can be controlled by our program, but yet also align to the school's objectives.

Social and Behavioral Outcomes	Riley		Washington	
	2017-18	2018-19	2017-18	2018-19
90% of RAPS will have no out-of-school suspensions in the Spring of 2018	84%	Evaluator did not measure	76%	Evaluator did not measure
95% of RAPS will attend 90% of the scheduled regular school days in 2017-2018	76%	Evaluator did not measure	84%	Evaluator did not measure
72% of RAPS will show improved behavioral attributes from Fall 2017 to Spring 2018	50%	Insufficient response form teacher surveys	69%	Insufficient response form teacher surveys

Our third year of data is presently being evaluated, as data was delayed due to COVID-19.

During the disruption of school due to the COVID-19 closure, we piloted a project with eDynamic Learning, a critical partner in this proposal. eDynamic Learning stepped in to support a remote learning recovery course for 65 students at the Dickinson Fine Arts Academy who had not passed the required Preparing for College and Career (PCC) course. These students had not completed the course in the Fall of 2019. eDynamic Learning supported the school in customizing the Career Exploration courses for a credit recovery application. They also provided instructional assistants on

the course and worked with students and parents to successfully complete the course. The success of this pilot project helped inform our planning for this proposal.

Due to COVID and lack of internet access, just 12 students were able to access and complete the course, 100% of whom passed the class (Grades: A-3, B-2, C-5, D-2). So, while we had obstacles due to COVID with students not being able to access a remote course, and students falling out of contact with school during the closure, the school leadership wants to continue to offer and grow this opportunity.

With our new evaluation plan, detailed in the following section, and the later evaluation plan, we have chosen evidenced-based measures, with reliable sources of data. We believe this plan will provide us with more consistent measures, that demonstrate our program's impact, and align to college and career readiness.

### **PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)**

#### **1. Evidence Based Programming:**

We are using the following guiding principles from the Association of Career and Technical Education as a framework for our programming.

1. Incorporate career-related project-based learning.
2. Design projects and activities to develop employability skills.
3. Be flexible when offering exploratory and introductory CTE courses.
4. Facilitate academic and career planning with scalable online tools.
5. Enable short-term interactions with business and community leaders.
6. Provide opportunities for CTSO participation, including financial support when needed.

In support of these principles, our programming will utilize evidenced-based practices directed towards college and career readiness, with the goal of ensuring students leave high school equipped with the skills needed for high pay, high demand jobs. The core components of our programming are formal instruction, skill assessments, paid workplace learning activities, and credentialing.

Formal instruction will include homework assistance, tutoring and standard-based enrichment activities. Remediation will be provided through Read 180 and implemented in the after-school setting by a licensed teacher, trained in Read 180.

#### ***Literacy- Read 180 Evidence***

We will utilize the Read 180 program to provide supplemental literacy support. Read 180 is designed for students who are two or more years behind in reading. The program provides modeled and independent reading, designed to improve comprehension. Students can select from over 100 paperbacks, eBooks, or audiobooks using a digital bookshelf or classroom materials. According to the Institute of Education Sciences, "Read 180 was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernible effects on alphabets for adolescent readers (p.1)."<sup>4</sup>

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<sup>4</sup> U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2016, November). Adolescent Literacy intervention report: READ 180®. Retrieved from <http://whatworks.ed.gov>

By the end of the school year students will complete a formal Indiana Career Exploration course supported by IPISJC and SBCSC Career Guidance Specialists. This course will include these components:

1. Pre-Post Survey on community affinity and career cluster interest. This data will be used to adjust the course twice a year to better support the students finding a career that has local opportunities.
2. Community Welcome to encourage students to think local, regional and State for a future career and not leave.
3. Employability Skills Standards instruction on the four key areas of mindset, work ethics, learning strategies and social and emotional skills.
4. Specific instruction on the 16 career clusters that emphasis local regional and Indiana opportunities. Including synchronous and asynchronous interactions with mentors in the various clusters.
5. Development of a Graduation Plan with an industry-informed Graduation Pathway.
6. An industry-infused Passion Project where students will document their preferred career selection.

Our programming will utilize a career exploration course with 8<sup>th</sup> graders from Dickinson Fine Arts Academy, as well as Freshmen from Riley and Washington High Schools who continue to reflect on, or have not picked, a career path. The career exploration course is evidenced-based by focusing on research-based practices for career awareness, and will also be provided in a flexible, blended-learning format. Our programming will utilize an online platform enabling students to continue their work as part of a school program, afterschool program or at home via an online platform. The afterschool program is essential to provide the blended learning support required for effective online learning. Staff and parents will be trained on the ICE website portal.

The ICE course includes a wide range of age appropriate discussions, activities, labs, assessments and projects. Students will be enrolled in the ICE career course and have their own login to the Learning Management System (LMS). Through online resources, ICE will help students develop a greater awareness for local employment options, as well as those traditionally not available to the community. Through ICE, students will also engage in various virtual tour opportunities. Each virtual tour will provide students an awareness of community-based employment experiences provided by local mentors. Staff will keep parents informed of the student's progress and career interest(s) through an observer account. The course will include virtual mentorships in the community this will be a regular interaction with a community/business mentor supported by IPISJC and SBCSC Career Coaches (not funded by this grant.)

### ***Blended Learning Career Exploration & Planning Evidence***

Research shows that students who participate in career guidance, career exploratory courses and computer-based guidance systems demonstrate greater knowledge of jobs, higher self-esteem and better grades, and are engaged more in career and academic planning.<sup>5</sup>

According to the National Center for Innovation in Career Technical and Education (NCICTE), comprehensive work-based learning programs should include three essential components: an alignment of classroom and workplace learning; opportunities for applying

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<sup>5</sup> Hughes, K. L., & Karp, M. J. M. (2004). *School-based Career Development: A Synthesis of the Literature*. New York: Community College Research Center, Teachers College, Columbia University.

academic, technical and employability skills in the workplace; and support from classroom and workplace mentors.

Specifically for middle school, evidence shows students can most benefit from career exploration; including, building self-awareness, learning about career pathways, and developing plans for future goals during middle school developmental years<sup>6</sup>. During this time, students are at a critical developmental stage with a higher risk of disengagement. But likewise, research shows their brains are more receptive to developing non-cognitive, or employability skills<sup>7</sup>. ACT identified introductory CTE courses as a key way to help middle school students explore careers and develop employability skills.

According to research from the National Collaborative on Workforce and Disability for Youth, individualized learning plans are a promising strategy for all students, particularly when they are implemented starting in middle school; incorporate a web-based career information system with an e-portfolio component; and include opportunities for self-assessment and career exploration, work-based learning and the development of employability skills.<sup>8</sup> Likewise, the National Association of Secondary School Principals also recommends students start developing individualized graduation plans in middle school.<sup>9</sup>

Our programming will also support existing CTSOs at our target high schools, and establish additional CTSOs based on the career interests of students. At the middle school, students will have the opportunity to participate in FIRST Lego League (FLL) as a competitive event, and an opportunity to explore science and technology careers. Additionally, because Dickinson is an arts magnet, we will also integrate the arts into career clubs and activities. Examples of this might include visiting a stage performance and learning about all the jobs required to put on a performance, including; actors, musicians, artists, graphic designers, sound engineers, and carpenters. Students in grades 10-12<sup>th</sup>-12<sup>th</sup> can earn high school credits through a Leadership in Action Course by participating in a CTSO.

### **Career and Technical Student Organizations (CTSOs) Evidence**

Research shows that the more students participate in career and technical student organizations (CTSOs) the higher their academic motivation and engagement, grades, employability skills, career self-efficacy and college aspirations<sup>10</sup>. Participation in a local CTSO chapter “includes activities designed to expand students’ leadership abilities, contextualize their academic instruction, encourage them to pursue their education and equip them with job-related skills in their career field of interest. Students are also able to develop leadership, teamwork, creativity and technical skills.<sup>11</sup>” Activities can include competitive

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<sup>6</sup>Hughes, K. L., & Karp, M. J. M. (2004). *School-based Career Development: A Synthesis of the Literature*. New York: Community College Research Center, Teachers College, Columbia University.

<sup>7</sup> 12ACTE. (2010). *What is “Career Ready”?* Alexandria, VA: Author

<sup>8</sup> National Collaborative on Workforce and Disability for Youth. (2013). *Using Individualized Learning Plans to Produce College and Career Ready High School Graduates*. Policy Brief - Issue 6. Washington, DC: Author

<sup>9</sup> V. S., Phelps, L. A., Haakenson, K. A., Durham, J. F., & Timmons, J. (2012). The nature and use of individualized learning plans as a promising career intervention strategy. *Journal of Career Development*, 39, 6, 500-514.

<sup>10</sup> Alfeld, C., Stone, J. R., III, Aragon, S. R., Hansen, D. M., Zirkle, C., Connors, J., ... Woo, H-J. (2007). *Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students’ High School Experience*. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota

<sup>11</sup> National Coordinating Council for Career and Technical Student Organizations <http://www.ctsos.org/wp-content/uploads/2015/02/Indiana.pdf>

events, business and community partnerships, and leadership experiences for students. These experiences and activities provide students with real-world relevancy.

According to the Indiana Department of Education “Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development.”<sup>12</sup>

Low-income students often need jobs to provide supplemental support to their households. This can impede their participation on after-school programming. “By combining paid work with academic instruction, work-based learning makes it easier for youth participants to support themselves and their families while gaining skills and credentials that translate into longer-term career advancement (p.3).<sup>13</sup>” Our program will work with employers to fill part-time jobs, while also ensuring businesses have a youth applicant pool with employability skills and ongoing support from career mentors.

Before being placed in a Work-Based Learning (WBL) opportunity, students will complete a *Workplace Ready and Internship* course to develop self-awareness, employability skills, and how to search for a career. Some of the activities include developing a cover letter and resume that stands out, preparing for your interview, identifying key behaviors, workplace expectations, and ethics that employers are looking for in an employee. Students will communicate effectively; in both written, email, and verbal communication. The course will be edited to include local businesses interacting with the students progress.

In partnership with the Northern Indiana Workforce Board, an afterschool case manager will provide instructional tools and resources to support and mentor high school students age 14-18 in achieving graduation and successfully transition to a career, post-secondary education, training/certification and/or military. The case manager will work with employers and students to place students in paid positions, internships, apprenticeships, or paid community service.

### **Work-Based Learning (WBL) and Career Mentoring Evidence**

WBL introduces students to career pathways, helps them develop a work history, connects classroom learning to real-world work, and provides adult mentors from their relevant field of interest. WBL offers students the opportunity to build confidence in skills learned in the classroom and on the job, which is associated with improved educational and employment achievement by youth.<sup>14</sup> Ultimately, the demonstration of employability skills by students is correlated to better hiring rates, greater success on the job, and higher earnings.<sup>15</sup>

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<sup>12</sup> <https://www.doe.in.gov/sites/default/files/standards/leadership-development-action-course-framework-feb-21-2017.pdf>

<sup>13</sup> Showalter, Thomas; and Spiker, Katie. (2016). Promising Practices in Work-Based Learning for Youth. National Skills Coalition.

<sup>14</sup> Maureen E. Kelly, Lynn Y. Walsh-Blair, David L. Blustein, Janine Bempechat, Joanne Seltzer, “Achievement motivation among urban adolescents: Work hope, autonomy support, and achievement-related beliefs.” *Journal of Vocational Behavior* 77 (2010) 205-212.

<sup>15</sup> Lippman, L. H., Ryberg, R., Carney, R., & Moore, K. A. (2015). *Workforce Connections: Key Soft Skills that Foster Youth Workforce Success.* Bethesda, MD: Child Trends. Retrieved from <http://www.childtrends.org/wp-content/uploads/2015/06/2015-24WFCSoftSkills1.pdf>

**2. Table Below: In the table below, list the Objectives, Activities, Performance Measures and Assessment Strategies for each proposed 21st CCLC Program Goal**

Our evaluation plan is based on evidenced-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center. These predictors provide anchors for our performance measures, activities, assessment strategies and professional development<sup>16</sup>. The program goals also align to the needs of the schools, as evidenced by school improvement plans, and state and federal accountability. The chart below summarizes our goals, activities, performance measures and methods of assessment.

<b>Objectives, Activities, Performance Measures and Assessment Strategies</b>				
<b><u>Program Goals</u></b>	<b><u>Program Objectives</u></b>	<b><u>Program Activities</u></b>	<b><u>Performance Goals/Measures/Targets</u></b>	<b><u>Assessment Strategies and Timeline</u></b>
<p><b><u>Improve Academic Achievement</u></b></p> <p><b><u>Outcome Statements</u></b> Students demonstrate the academic skills required for college and career readiness</p>	<p>1) Students will increase their reading comprehension achievement.</p> <p>2) Students will increase their mathematics achievement.</p> <p>3) Students will leave high school equipped with the skills needed for high pay, high demand jobs</p>	<p>Homework Help &amp; tutoring</p> <p>Read 180</p> <p>Grad Point Remediation</p> <p>USA Test Prep</p> <p>Work-Based Learning Opportunities</p> <p>Career Counseling</p> <p>Career Exploration Course-eDynamic Learning</p> <p>Service-learning projects</p> <p>Micro-certifications (e.g. OSHA, Serve Safe)</p>	<p><b><u>Required CCLC Performance Measures:</u></b></p> <p><b><u>All Sites</u></b></p> <p>1.1) 60% of regular participants will increase their ELA (Reading) grade or maintain an A- or better during the academic year.</p> <p>2.1) 60% of regular participants will increase their Math grade or maintain an A- or better during the academic year.</p> <p><b><u>Riley and Washington (HS)</u></b></p> <p>3.1) 80% of regular high school participants who have completed an industry certification pathway will complete the written portion of the certification exam.</p> <p>3.2) 60% of 9<sup>th</sup> grade regular participants will have no failing grades in core subjects.</p> <p>3.3) 60% of CTE students who continue in coursework for Year 2 of their selected pathway</p> <p><b><u>Dickinson</u></b></p>	<p>First and Second Semester Grades in ELA and Math</p> <p>Assessment Timeline Beginning, Mid-Year, and end of each academic year</p>

<sup>16</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

			<p>3.2) 75% of middle school students will pass the state required career exploration course (PCC- preparing for college and career)</p> <p>3.3) 80% of middle school students will receive counseling on High School graduation requirements and create a graduation plan</p>	
<p><b>Improve Social and Behavioral</b></p> <p><u>Outcome Statement</u> Students are engaged in their own academic success and future plans</p>	<p>1) Regular participants will improve or maintain strong school attendance</p> <p>2) Regular participants will gain knowledge about career pathways and expectations</p>	<p>Career Clubs</p> <p>Career pathway mentorship</p> <p>Graduation Planning</p> <p>EVERFI for financial education</p>	<p><b>All Sites</b></p> <p>1.1) 80% of students will meet Indiana's definition of a model attendee, attending at least 96% of school or improving attendance by at least 3%</p> <p>2.) 90% of students will earn 70% or better on the Final course exam, assessing their knowledge about career clusters and employability skills</p>	<p>-Report card review</p> <p>-Parent Survey</p> <p>-Staff observations</p> <p>-Student survey</p> <p>-Homework completion</p> <p>-Attendance report</p> <p>-Disciplinary reports</p> <p>-Teacher Surveys</p> <p>Assessment Timeline Beginning, Mid-Year, and end of each academic year</p>
<p><b>Increase family Involvement</b></p> <p><u>Outcome Statement</u> Parents are engaged in the education and college /career planning of their students, as well as their own career development</p>	<p>1) Parents gain knowledge of skills, techniques, and strategies to foster learning</p> <p>2) Parents gain Increased knowledge of college admission requirements</p>	<p>Parent workshops</p> <p>EVERFI for financial education</p>	<p>1) 90% of participant parents attend parent /teacher conferences</p> <p>2) 60% of parents will demonstrate increased knowledge about the college-going process for their students and/or themselves</p>	<p>-Parent Survey</p> <p>-Parent Educator observations</p> <p>-Workshop surveys</p> <p>-Parent Conference Attendance</p> <p>Assessment Timeline Mid-Year and End of each year</p>

**PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)**

**1. Communication Plan**

After consulting the school principals and district leadership, our communication plan began with this application process through pre-planning, data sharing and Memorandums of Understanding that reflect agreements to provide access to student records, programming contributions, and routes

of communication. We communicated with school and district staff about the needs of the schools, priority schools, linking programming activities to support School Improvement plans and the district’s CTE needs assessment. We also reached out to non-public schools to invite participation in this grant.

The CCLC site staff and Evaluator will regularly work with district/school staff to maintain current data for students. CCLC site directors will also provide principals with a monthly schedule that identifies key ELA and Math standards that will be emphasized through after-school programming. Principals can provide input on critical areas of focus to ensure CCLC programs align with school time. Quarterly alignment/progress meetings will be held with the principal and key school staff to discuss individual student and group progress, as well as continued alignment to school improvement plans and emerging issues in the school. We will communicate with school staff, families of participating students, and community stakeholders on student and program progress.

The school district has committed to sharing data about student performance for evaluation purposes. This includes, but is not limited to, student performance data, attendance, behavior and CTE outcomes.

School staff will be hired from the host sits to provide after-school homework help, tutoring, academic counseling and enrichment activities. This will support a seamless transition from the school day to after-school programming.

**2. 21stCCLC Terminology**

The CCLC logo will be placed on all documents and marketing materials related to the program. We will refer to the locations at which our programs are held as 21<sup>st</sup> Century Community Learning Centers. Promotional materials will include the phrase “Funded in full or in part by the Indiana Department of Education.”

**PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)**

**1. Professional Development Plan:**

Our proposed Professional Development plan budgets 6% of our total grant request, or \$26,900.00.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Leadership Development	ULead	Improve team dynamics Improve team communication skills	Improved efficiency of program operations	Program Director -1 Site Coordinator - 2 Front Line Staff - 7	4	\$1,500	50% from 21 <sup>st</sup> CCLC 50% from Title II	January 2020	Professionalism
Operational Support and Management	Indiana Parenting Institute Inc. of St.	Learn and outline yearly schedule milestones. Access data, service systems,	Improved efficiency of program operations	Program Coordinator -1 Program Manager-1	2	In-kind	In-kind	June 2021	Developmental Practice Method

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	Joseph County	support, resources, community resources, and policy		Site Coordinator s-6 Front Line Staff-4					
Safety/COVID-19 Training	SBCSC/Beacon Health System	Improve safety procedures	Improved safety and update program policies	Program Director- 1 Site Coordinator - 4 Front Line Staff-7	2.5	\$500	21stCC LC	June 2021/On-Going	Applied Human Development
PBIS	SBCSC-Department of Equity and Multicultural Affairs	Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.	Effectively teach appropriate behavior to all children  Intervene early before unwanted behaviors escalate  Use research-based, scientifically validated interventions whenever possible  Monitor student progress  Use data to make decisions	Program Director-1 Site Coordinator - 4 Front Line Staff- 7	8	In-Kind		June 2021	Applied Human Development
New Staff Orientation	IPISJC	Staff will have the desire to learn about the framework around out-of-school learning.	Review staff handbook, policy, and procedures. Review code of conduct.	Program Director-1 Site Coordinator - 4 Front Line Staff- 7	2	In-kind	In-kind	June 2021	Professionalism
e-Learning Training	eDynamic Learning	Digital integration	Improved online learning	Site Coordinators-4 Workforce Coordinator -3	3	\$3000	21stCC LC	July 2021	Developmental Practice Methods
How to Start a Diversity, Equity, Inclusion Program Part 1	SBCSC-Equity Dept.	Staff will the opportunity to learn the difference between cultural diversity and inclusion. Self-mapping Leadership conversation.	Improved efficiency of program operations.	Program Director-1 Site Coordinator -4 Front Line Staff-7 Community Volunteers	4	In-kind	In-kind		Professionalism
State Conference	Indiana Black Expo	State-wide Education Conference	Program Enhancement	Program Director-1	24	\$800.00	21 <sup>st</sup> CCLC	July 2021	Professionalism

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ACE Interface Training	Beacon Health System	Staff have a desire to learn more about Adverse Childhood Experiences and the understanding trauma informed systems.	Staff will learn how to build self-healing communities in out of school programming.	Program Director-1 Site Coordinator - 4 Front Line Staff- 7 Community Volunteers		In-kind	In-kind	August 2021	Applied Human Development
Data Management/IN-QSPA/After school Standards	Jamie Garwood, Local Evaluator	Staff will be trained on data management support and systems.	New data management support and student data collection.	Program Director- 1 Site Coordinator - 4 Data Clerks- 2	2	Included in the MOU.	Training included in the MOU Agreement	August 2021	Developmental Practice Methods
Parent Engagement-Engaging Parents in After School Learning	IPISJC	Improve healthy interpersonal relationships and cultural differences in communication styles.	Learn about family dynamics & communication patterns, including attachment theory as it relates to communication style.	Program Director- 1 Program Manager -1 Site Coordinator -4	8	\$1200	100% from 21 <sup>st</sup> CCLC	August 2021	Relationship & Communication
CPR Training	American Red Cross	Staff will engage in hands on approach learning.	Staff will learn first aid and AED (Automated External Defibrillator) Training. All staff members that pass the test will receive a certificate.	New staff and staff members who need updated certifications.	4-6	\$75.00/ per person	100% from 21 <sup>st</sup> CCLC	August 2021	Applied Human Development
CYC	Child & Youth Care Certification on Board	CYC Certification 1. Choose Level 2. Test 3. Complete Application 4. Complete Portfolio	CYC competence Entry (CYC) Associate (CYC-A) Professional (CYC-P)	Program Manager-1 Program Coordinator -1 Site Coordinator (s)- 4	On-going	\$4,500	100% from 21 <sup>st</sup> CCLC	On-going The initial process will start 9/7/21	CYC Competence
Multi- State Conference	Multi-State Conference	21 <sup>st</sup> CCLC Specific Training – Charleston, West Virginia	21 <sup>st</sup> CCLC Specific Training	Program Director- 1 Program Manager- 1 Program Coordinator -1	October 4th-7th	\$3,800	100% from 21 <sup>st</sup> CCLC	October 2021	Professionalism and Developmental Practice Methods
Indiana Summit Out-of-School Learning	Indiana Afterschool Network	The 2019 Summit will offer new ideas, valuable resources, and network. Staff will have the opportunity to learn new	Staff will have an opportunity to share new ideas with the students in the after-school	Site Coordinators- 4	2 Days	\$3,500	100% from 21 <sup>st</sup> CCLC	April 2021	Professionalism and Developmental Practice Methods

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		innovative experiences.	program centers. Staff will also have an opportunity to work on their own professional development.						
Self-pace PD	You for Youth (Y4Y)	Improve individual development.	Staff will have an opportunity to design their own professional development options.	Program Director-1 Program Manager- 1 Site Coordinators-4 Front Line Staff- 7	On-going	Free	Free	On-going	Professionalism and Developmental Practice Methods

**2.Assessment:**

As an existing CCLC provider, we received recommendations for professional development as part of our external evaluations, and IDOE monitoring. We have also annually completed the IN-QPSA self-assessment process provided by the Indiana Afterschool Network, measuring our program against the Indiana Afterschool Standards, including College and Career Readiness standards. This information has provided valuable feedback for improving our programming, training our staff and meeting the needs of our students.

We will continue to utilize the IN-QPSA self-assessment, and evaluator observations, to determine staff training needs and the success of the professional development offered, with an emphasis on the following College and Career Ready professional development standards.

- 3a. Staff and volunteers are trained in best practices in youth development and college and career readiness programming
- 3b. Staff and volunteers have the knowledge and skills to guide youth of all ages on their unique pathways to college and careers
- 3c. Staff and volunteers are well-informed about resources and opportunities in colleges and careers

At the start of the first year of programming, our evaluator will train staff on the performance measures for the program. Staff will also be surveyed about what skills and resources they need to support the achievement of those performance measures. Following each professional development opportunity, as detailed in our proposed Professional Development plan, we will survey staff to assess their acquired knowledge and remaining needs.

**3.Staff Plans: Describe in detail the alignment of your specific professional development needs of all levels of program staff (program director, site coordinator(s), direct service staff, school day staff, etc.)**

All staff and faculty of the P2Success program will be actively involved in professional development training. Mandatory state training will be attended by the program director, site coordinators and staff. Best practice training for after school programming and relevant training in working with high need, at-risk youth. All staff will receive training on the Indiana Quality Program

Self-Assessment, as an expansion program, we will always look for continuous improvement components of program management through self-paced training and development. To ensure the professional development, the needs of each employee will be assessed using multiple PD methods. All staff members will be given an individual professional plan at their initial orientation. New staff members will receive a 90-day review, after their initial hiring date. Experienced staff members will receive an annual evaluation.

**4. Enhancing Quality: Explain how professional development activities will serve to enhance program quality and help the program reach its goals and objectives.**

Our evaluation plan is based on evidenced-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center. These predictors provide anchors for our performance measures, activities, assessment strategies and professional development<sup>17</sup>.

Our program will help bridge the gap between current programming and desired College and Career Readiness outcomes by connecting education, business, and community partners with the goal being to ensure students leave high school equipped with the skills needed for high pay, high demand jobs. Our professional development activities will be directed toward our programmatic outcomes.

All trainings listed in the professional development plan were selected from four focus areas to enhance the quality of our programming: **Equity, Health & Safety, Positive Discipline, and Mandatory Training.**

**EVALUATION (10 POINTS, 5 PAGES MAXIMUM)**

**1. Evaluation Plan:**

Our evaluation plan is based on evidenced-based research on predictors of post-secondary success, compiled by the College and Career Readiness and Success Center. Using this research as a framework, our evaluation plan consists of a baseline evaluation, formative feedback, and a summative evaluation. In the strategies of measurement section, we have provided a summary table of instruments, performance measures, the timeline, and responsible party for collecting and reporting findings.

The **baseline assessment** began with assessing the community and school conditions. This included data analysis for program planning using school data (e.g. ILEARN, CTE, NWEA, WIDA, behavior, attendance), Census data, and focus group feedback from parents and school administrators. In support of this grant application, our local evaluator also reviewed the School Improvement Plans (SIP) and met with the school principals to discuss proposed outcomes. This was done to ensure our program activities and outcomes align to the goals of the school and supports the daily efforts of the school to improve academic and behavioral outcomes.

**Formative** student data will be used to continuously improve tutoring and programming throughout the program year. We will also utilize mid-year data to counsel and support students, plan

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<sup>17</sup> Predictors of Postsecondary Success. (November 2013). College and Career Readiness and Success Center. Vanessa Hein and Becky Smerdon, Quill Research Associates, LLC, and Megan Sambolt, American Institutes for Research.

programming, and train program staff. This data includes formative assessment data, student grades, attendance, and behavior infractions. Surveys and focus groups for students and parents will also be used to continually improve the program. We will conduct two parent surveys a year and additional surveys following any parent/family workshops regarding needs, concerns, student gains, and challenges. We will also use the online IN-QPSA self-assessment tool to rate our performance based on Indiana Afterschool Standards. This self-assessment will include program staff, our Advisory Council, parents, students, and our external evaluator. To support continuous improvement, site directors will meet with principals on a monthly basis to discuss program improvements and needs. Our external evaluator will also present a mid-year data analysis to program staff and provide training on data monitoring, in order to improve programming and support individual students. This would include formative assessment data (i.e. NWEA), survey findings, attendance and behavior outcomes.

**Summative** data will be used to measure annual progress towards our performance measures. At the end of each year of the project, our external evaluator will prepare and submit a detailed report that includes the following information: (1) evidence of program quality (using Indiana's After-School Standards), (2) student program attendance trends, (3) progress towards each of the stated performance measures, and (4) program improvement recommendations. Annual reporting will include both formative and summative data and will be qualitative and quantitative. Data will also be disaggregated by demographic groups, grade levels, and by program attendance. Teachers will complete an annual survey required by IDOE. We will submit to IDOE the following reports annually: Financial Reports, Professional Development Report, and a Local Evaluation Report. The evaluation for Year Two and beyond will include longitudinal analysis, culminating with a report in Year Four that includes aggregated data across all four years. We will also provide all necessary data to facilitate effective site visits by IDOE. Our external evaluator will present findings to our program staff, school leadership and advisory council.

At each phase of evaluation--baseline, formative and summative--our evaluator will compile and present data, provide recommendations, and facilitate discussion about program improvements. Grades, attendance and behavior data will be collected from the schools at the end of each semester. The IN-QPSA self-assessment will be administered in the spring to provide input for the following year's planning. The external evaluator will also utilize these findings in the annual evaluation. Each year's annual evaluation will include summative data from the previous year, to provide context and progress.

## **2. Local Evaluator:**

As a current CCLC site, we utilize an external evaluator to review our program, assist with data management, and provide progress-monitoring feedback. Our evaluator, Dr. Jamie Garwood, has a decade of experience evaluating the outcomes of social service programs, including after-school tutoring, mentoring, and employment programs. Previously, Dr. Garwood was employed as the Director of Education for United Way of Allen County. In this capacity, she developed and led a community-wide literacy initiative to close the 3<sup>rd</sup> grade reading gap and started one of the largest *Real Men Read* projects in the country, pairing male mentors with 2<sup>nd</sup> and 3<sup>rd</sup> grade classrooms for monthly guided reading sessions. Dr. Garwood also evaluated the outcomes of United Way funded social service programs, particularly after-school tutoring and mentoring programs. This work included developing United Way's logic models and measurement frameworks. In addition to collecting and evaluating program related data, she was responsible for collecting community level data to better understand community needs and conditions.

Dr. Garwood continued this work with the Fort Wayne Urban League as the Director of Programming and Development. In this role, she was responsible for developing and monitoring the logic models and outcomes of Urban League programs in education, housing, and employment. Dr. Garwood also implemented an agency-wide client database to collect and monitor program outcomes. During this time, Dr. Garwood secured one of just five National Urban League college readiness grants for Fort Wayne. The other cities were Chicago, Houston, Philadelphia, and Rochester. Her familiarity with college readiness programming is an asset to our after-school programming. She previously chaired Allen County's College Success Coalition.

Currently, Dr. Garwood works for Ball State University in the Office of Charter Schools. In this role she evaluates the academic performance of charter schools throughout Indiana. This evaluation includes a range of formative and summative data sources, academic and non-academic measures, and postsecondary success data. Dr. Garwood has made revisions to the BSU academic evaluation framework, aligning metrics with national norms and best practices. Dr. Garwood also works with schools to understand their performance data and effectively communicates results to school staff and boards.

In all of these roles, Dr. Garwood has applied and developed the quantitative and qualitative skills gained through professional experience and advanced education. Dr. Garwood has a Bachelor's degree in Sociology with a focus on education and social welfare. This sociological foundation provided a base of analytical skills that were developed further when earning a Master's Degree in Public Policy. Dr. Garwood also completed her Doctorate in Education Leadership by conducting a two-phase, mixed method sequential study of Indiana's K-12 voucher program. She is also a trained lead evaluator for Cognia (formerly AdvancED)--a school accreditation agency.

### **3.Strategies of Measurement:**

As previously stated, our evaluation plan is based on evidenced-based research on predictors of post-secondary success compiled by the College and Career Readiness and Success Center. These indicators provide relevancy for our performance selected measures, activities, assessment and professional development strategies. Each performance measure for our program links back to overarching indicators of college and career readiness.

First, our academic performance measures support the goal of proficiency in ELA and Math courses. We have included a 9<sup>th</sup> grade measure as an early warning sign, as research indicates 9<sup>th</sup> graders with a failing grade are less likely to graduate from high school. We will utilize course grades to evaluate progress towards this outcome. Additionally, we have included academic measures focused on ensuring students have a viable career path. The CTE outcomes also align to district and school goals, including making sure middle school students complete a required career exploration course, college/career planning, and increasing CTE retention in Year 2 of pathway courses.

Secondly, our social and behavior measures support strong school attendance and employability skills. Our attendance measure links to the school's state/federal accountability measures, using the same standard for a "model attendee." Employability skills will be measured through the final exam within the career exploration course.

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Finally, our family engagement outcomes are directed at helping parents to be engaged in their child's education, as well as supporting their own educational and professional development. We will measure these outcomes through participation at parent teacher conferences, workshops, enrollment in dual-credit courses, and participation in internships/job shadowing opportunities

<u>Measurement Instrument</u>	<u>Measured Outcomes</u>	<u>Baseline</u>	<u>Formative</u>	<u>Summative</u>
Community Needs Assessment		Collected by Evaluator		Reported by Evaluator
School Improvement Review		Collected by Evaluator		Reported by Evaluator
First and Second Semester Grades	1.1) 60% of regular participants will increase their ELA (Reading) grade or maintain an A- or better during the academic year. 2.1) 60% of regular participants will increase their Math grade or maintain an A- or better during the academic year. 3.2) 60% of 9 <sup>th</sup> grade regular participants will have no failing grades in core subjects.		Collected by program data specialist at end of each semester	Collected by program data specialist at end of year  Reported by Evaluator
Attendance and Behavioral Data	80% of students will meet Indiana's definition of a model attendee, attending at least 96% of school or improving attendance by at least 3%		Collected by program data specialist MOY	Collected by program data specialist EOY  Reported by Evaluator
CTE Outcomes	3.1) 80% of regular high school participants who have completed an industry certification pathway will complete the written portion of the certification exam. 3.2) 75% of middle school students will pass the state required career exploration course (PCC- preparing for college and career) 3.3) 60% of CTE students who continue in coursework for Year 2 of their selected pathway		Collected by CTE data specialist MOY  Reported by Evaluator	Collected by program data specialist EOY and eDynamic Learning  Reported by Evaluator
CCR Planning	2.1) 90% of students will earn 70% or better on the Final course exam, assessing their knowledge about career clusters and employability skills		Collected by program data specialist MOY	Collected by program data specialist EOY and eDynamic Learning

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	3.3) 80% of middle school students will receive counseling on High School graduation requirements and create a graduation plan			Reported by Evaluator
IN-QPSA	Continuous Improvement		Collected by Evaluator annually in Spring	Reported by Evaluator
Teacher Surveys	Continuous Improvement		Collected by Evaluator in Spring	IDOE Surveys
Parent and Student Surveys	Continuous Improvement		Collected by Evaluator	Reported by Evaluator
Workshop Attendance and Post Workshop Survey	1) 90% of participant parents attend parent /teacher conferences 2) 60% of parents will demonstrate increased knowledge about the college-going process for their students and/or themselves		Collected by program data specialist following workshops & conferences	Collected by program data specialist EOY Reported by Evaluator
Focus Groups	Continuous Improvement		Collected by Evaluator twice a year	Reported by Evaluator

As required by the 21<sup>st</sup> CCLC program, we will provide all necessary data regarding student attendance, program activities, achievements, and other data will be collected and entered in the 21<sup>st</sup> CCLC data collection system. As required by the IDOE, data will be entered regularly and finalized each semester. A program assistant will collect all required data from schools following the MOU with SBCSC (consent forms provided by participants' parents, etc.). The program assistant will follow up with teachers and administrators to ensure a high response rate and to obtain data three times a year, within 30 days of the end of the testing periods. Our evaluator will provide technical support on data management, and provide an annual report to IDOE on outcomes for students attending at least 45 days for more. Our evaluator will also provide a more comprehensive report to our program reflecting the performance and participation of all participants.

**SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)**

**1. Transportation To and From:**

SBCSC will offer free transportation home for our middle and high school students. This in-kind contribution allows grant dollars to be used for more direct services to the students. Bus transportation to students' homes will be provided daily after the 21<sup>st</sup> CCLC programming. Bus drivers are employees of the SBCSC. As such, they will know students, the routes to be covered and will have completed all mandatory background checks as required by the corporation.

**2. Needs of Working Families:**

Providing transportation helps us to meet the needs of working families—many of whom indicated in our parent survey that lack of transportation was a barrier which prohibited their children from participating in afterschool activities. Parents also worry about the safety of their children after school, while parents are still working. Providing transportation ensures that parents know their child can attend a safe after-school program, and have safe transportation home.

### **3. On-site safety:**

Youth in the program who are dropped off and picked up, should leave ONLY with individuals indicated by parent/guardian, as indicated on an appropriate form. All students will ride the bus home after each program activity. Special circumstances will be given to car riders after designed/approved field trips.

CCLC Site coordinators and certified staff will remain with students until all students have left the site location following the close of the program. If students elect not to ride the school bus home, parents must provide the center with the necessary documentation on pickup procedures for their student.

One-on-one situations of an adult with a youth will be avoided as reasonably feasible. To avoid potential child abuse issues, at least three people will always present with a student. The purpose is to provide a safe and caring environment in all aspects of the afterschool program, and to protect paid and volunteer staff from situations where there is potential for being accused of abuse. It is recognized that there will be occasions where one-on-one situations are unavoidable. ALL staff, both paid and volunteer, should avoid such situations with youth.

All staff members serving the program, will be required to know their role and responsibility in reporting child safety. All paid and volunteer staff will report suspected child abuse cases. All staff members and volunteers will report to the incident to the program director and the director will make the decision to report. Staff members will be aware of all local reporting phone numbers, including, The Child Abuse Reporting 24 Hour Statewide Hotline number is (800) 678-9399.

Staff will monitor the location of all students while at the afterschool site or field trips. During off site activities, the program ensures the presence of one or more CPR/AED Aid certified employees. All emergency contact information, medical, and allergies information, is locked in a secure area on site. This same information is also available on field trips and local outings.

Each afterschool location has a building crisis team. This team reviews safety procedures, fire drills, lockdowns, tornado/fire drills, shelter in place, general safety, pandemics, active shooter response, and other appropriate safety issues. The school's SRO Officer, trains the staff quarterly on school and city safety measures. The afterschool staff is also trained on fire safety by the local fire department.

### **4. Hiring Practices:**

Staff will be hired in accordance with the qualifications in the job descriptions. All staffing, health, and safety guidelines set forth in Indiana Rule 4.6 for School-Age Child Care Programs will be

followed. All 21+ CCLC site staff will be required to complete the background check requirements for SBCSC. Basic first aid certification will be required for all site staff.

### **5. Background Checks:**

Background checks will be conducted by SBCSC and kept on file by the program director.

### **PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)**

During the planning phase of this grant application, community partners worked together to establish a comprehensive sustainability plan that will be implemented for the purpose of continuing programming and outside funding beyond the 4-year grant cycle. These strategies include: 1) develop a strong grant management team that will cover grant reporting, accountability and funding sustainability requirements; 2) The grant management team will work directly with administration from SBCSC to utilize Title I funding to help provide staff support in the afterschool learning center; 3) IPISJC will re-design the logic model service priorities with upcoming grant competitions and funding opportunities which will act as an annual “blueprint” for grant development; 4) IPISJC in collaboration with the grant management team will attempt to develop and submit at least three grant proposals for local, state, and federal funding, every year, in order to sustain the proposed 21<sup>st</sup> CCLC program. In order to continue buy-in and support for the program, the program director will be responsible for making community presentations to the local school board and community stakeholders on the scientific results of the program and the program benefits for children and families.

SBCSC leverages GQE, and Title IV funding to leverage their resources to support our programming. This includes programs for students for academic and personal enrichment, professional development for teachers, and family engagement. Title I funds also provide intervention for summer, transportation, teachers, paraprofessionals, family specialists, professional development, technology, and supplies. Title I can also help with building skills that students lack and lead to intervention, such as critical thinking, making inferences, comprehension, and putting thoughts in writing.

Our relationship with SBCSC is a vital part of our sustainability plan. The district works with us to provide in-kind support and align our programmatic objectives. The total in-kind support includes:

1. **Title IV** - Staff Support which includes two part-time site coordinators and two data coordinators. The staff members are paid directly from the corporation.
2. At Riley and Washington, the school corporation will provide certified teachers (3 ELA and 3 Math) to help tutor students. This funding is being provided through **GQE**. Teachers will be paid directly through the corporation.
3. **Title IV** - 21st Century Scholar Coordinators will come to the after school program and register students in grades 6-8, at Dickinson Fine Arts Academy. The coordinators will also work directly with our students at Riley and Washington to make sure they complete their affirmation paperwork through high school.
4. Space (Library, cafeteria, gym, classroom, courtyard, and swimming pools)
5. Office Space and phone.
6. Transportation- After school transportation only. No field trips and before school transportation.
7. Support Services
8. Equipment

9. Limited Supplies
10. Read 180 License

Total In-kind contribution: **\$335,000**

IPISJC and SBCSC have engaged a variety of community partners, including local colleges and universities, hospitals, sororities, academic-oriented organizations, non-profits, and a library. Local partners can provide services such as academic enrichment, social-emotional help, curriculum, tutoring, mentoring, nutrition, bilingual support, educational field trips, summer camps, career and college readiness for students; staffing and professional development for instructors; literacy, workshops, economics, and resources for families. (See MOUs and IV. Partnerships and Collaborations). The partnerships that are created to support the students and their families also create opportunities for partnerships with other community mentors. Since our partners are so diverse, we envision more connections made with new mentors, businesses, and organizations. Local programs and community members that support academics and healthy behavior for the community's youth while including families' needs create a positive relationship that positively influences entire families. Through these connections, we anticipate IPISJC and SBCSC along with their partners will be able to sustain their program's development plan and work to maintain current and encourage future partnerships in order to create and maintain a positive impact on the South Bend community.

During the first year for funding, we would work with our advisory council and external evaluator to develop a strategic plan directed at achieving long-term financial and operational sustainability, identifying future partners, improving academic and behavioral outcomes, and expanding enrichment opportunities. Through data collection, program evaluation, and monitoring, areas with improvement and areas in need of approval will guide how to continue or reconfigure how to better address students' and families' needs. With data and research-based information, current partners can help IPISJC and SBCSC with creating and maintaining quality, impactful programs. Our current diversified partners could help us with providing their continued support and offering their connections to other local stakeholders and funders.

# Equitable Access of Participation

## Statement of Equitable Access

The Board of Directors of Indiana Parenting Institute, Inc. St. Joseph County and its partners all serve an academically, culturally, and racially diverse student population and are committed to equal access and treatment for all students, employees, and the general public. With respect to this commitment, IPISJC's board policy of nondiscrimination guides and governs decision making at all levels. Our policies incorporate the following principles: the Board of Directors shall not discriminate against students, parents or guardians of students, employees, applicants, contractors, or individuals participating in board and/or school sponsored activities. The Board is committed to the provision of equal access in all student, employment and business programs, activities, services and operations that are deployed or provided directly by the Board, as well as those operated or provided by another entity on behalf of the Board under contractual or other arrangements. This policy is established to provide an environment free from discrimination and harassment based upon age, race, color, disability, gender, marital status, national origin, religion, or sexual orientation.

Moreover, in accordance with the Americans with Disabilities Act, the 21st CCLC grant applicant and its partners will provide appropriate accommodations so that the proposed IPISJC program is accessible to students, families, and staff with disabilities. Specifically, all partners are committed to implementing ten (10) specific strategies for ensuring equal access to and participation in the IPISJC program for students and their families, staff of partnering agencies, and employees. The following steps will be deployed with the intent to reduce and eliminate access barriers based on gender, race, national origin, color, disability, and age to maximize participation in the grant program:

1. Develop and administer a pre-participation survey with training/event/workshop/activity registration materials to identify special access requirements – such as wheel chair access, signers, and interpreters for program participants, as needed.
2. Develop and implement a strategy plan that will address the identified special access needs indicated by program registrants prior to every event and large group training/workshop session. All program-related sessions should be held in ADA accessible facilities.
3. Coordinate and offer cultural sensitivity and ADA training for program staff, as recommended by the partner's Personnel Departments.
4. Hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services, to the greatest extent possible.

5. Develop or acquire and disseminate culturally relevant and sensitive curriculum and information materials that can be understood and accessible to all potential participants, regardless of their unique challenges.
6. Offer transportation vouchers for parent advisory members of the program and participants who must use personal or public transportation to attend meetings, activities, and workshops, as needed.
7. Offer language/other interpretation and bilingual services for consumers and others as needed and appropriate.
8. Offer onsite childcare for individuals who must bring their children to program training events and activities (as available).
9. Arrange for assistive technology devices to translate materials for participants in need of such services.
10. Post information materials, schedules of events, and program assessments on the internet – which will enable assistive computer devices to interpret the materials for users. Ensure all potential users have direct access to these resources through the provision of usable workstations and school computer labs, to the greatest extent possible.

## Equitable Participation of Non-Public Schools

### Contacts

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Stephanie Howe  
Catholic Diocese of Fort Wayne- South Bend

# AGENDA

July 20, 2020

Equitable Participation of Non-Public Schools

Leslie Wesley- Program Director

Attendees: John Kennedy, St. Joseph High School

- 
- How children's needs will be identified.
  - What services will be provided.

- 
- How, where, and whom services will be offered.
  - How services will be assessed and how results of the assessment will be used to improve those services.

- 
- The size and scope of the equitable services to be provided to the eligible non-public school children, families, and teachers and the amount of funds available for those services.

- 
- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non-public school officials on the provision of contract services through potential third-party providers.
  - Questions
  - Followup
- 

Notes:



Leslie Wesley &lt;lwesley@sbcsc.k12.in.us&gt;

## Equitable Participation of Non-Public Schools

8 messages

Leslie Wesley &lt;lwesley@sbcsc.k12.in.us&gt;

Mon, Aug 10, 2020 at 4:57 PM

To: showe@diocesefwsb.org

Cc: jkennedy@saintjoehigh.com, phardig@marianhs.org, abudzinski@holycrosscrusaders.org, bcarver@stjohnsb.com, jveldman@hfssb.org

**RE:** Equitable Participation of Non-Public Schools**Schools:** St. Joseph High School, Marian High School, Holy Cross School, St. John The Baptist, Saint Adalbert, and Holy Family**Federal Grant:** 21st Century Community Learning Center**Participating Schools:** Dickinson Fine Arts Academy, Washington High School, and Riley High School

Dear Stephanie,

The equitable participation requirements in Title VIII, Part F, Subpart 1, Uniform Provisions Subpart 1-- Private Schools of the ESEA apply to Title IV, Part B, 21<sup>st</sup> CCLC program.

A Non-Public School's participation requirements cannot be satisfied simply by inviting NPSs to participate in programs and/or activities designed for public school youth, teachers, or other educational personnel. Consultation must occur before the State Education Agency (SEA) or grantee makes any decision that affects the opportunities of eligible NPS children, families, teachers, and other educational personnel. Further, each grantee must provide the SEA with a written affirmation signed by officials of each participating NPS that a consultation has occurred.

School districts and eligible local entities must engage in timely and meaningful consultation with appropriate Non-Public School officials during the design and development of programs and continue the consultation throughout the implementation of these programs. School districts and local entities must provide, on an equitable basis, special educational services or other benefits that address the needs under the program of children, teachers, and other educational personnel in public schools in areas, served by the districts and local entities. Expenditures for educational services and other benefits for NPS children, families, and teachers must be equal, taking into account the number and educational needs of the children to be served, to the expenditures for participating public school children.

### The law requires the consultation to address:

- How children's needs will be identified;
- What services will be provided;
- How, where, and by whom services will be offered;
- How services will be assessed and how the results of the assessment will be used to improve those services;
  - The size and scope of the equitable services

to be provided to the eligible non-public school children, families, and teachers and the number of funds available for those services;

- How and when the grantee will make decisions about the delivery of services, including a thorough consideration and analysis of views of non- public school officials on the provision of contract services through potential third-party providers.

In addition to the above, IDOE 21<sup>st</sup> CCLC requires applicants to provide a list of NPSs within a **five (5) mile radius** of the program, meeting minutes including a list of attendees, titles and contact information and a signed consultation form by as many private school officials offered the opportunity to participate.

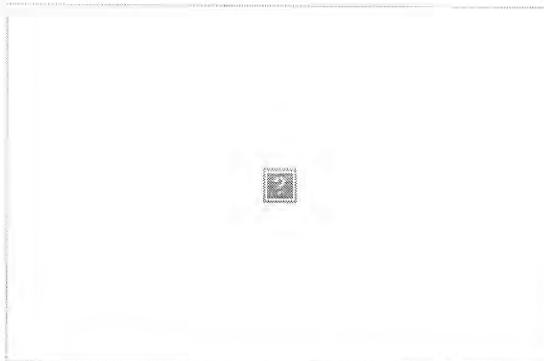
If you could please have the schools contact me ASAP, I could set up a quick phone consultation. The participation form is attached, so, please let me know if you need any additional information.

Sincerely,

Leslie Ann Wesley

574-532-0563

--  
Leslie Ann Waters Wesley  
Change Agent



*"Things turn out best for the people who make the best of the way things turn out."  
John Wooden*

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# Letters of Support



Re: 21st Century Community Learning Center Grant for South Bend Community School Corporation

To Whom it May Concern,

Our organization serves as the voice of the business community in our region and as the lead economic development organization. We strive to represent the interests of our more than 1,000-member businesses and the more than 60,000 people they employ. We also seek to drive economic growth in the communities we serve and to position the community for long term and sustainable growth.

We know that a critical component of the long term, sustainable economic growth is the development of our local workforce. That is why we are writing today to urge your support of an application by the South Bend Community School Corporation for a 21<sup>st</sup> Century Learning Center Grant for Adams and Clay High Schools and Navarre Intermediate Center. We believe the Learning Centers can play a vital role in our community and be a critical piece of our community efforts to better prepare students for success in life and in the workforce.

As we understand it, the learning centers could benefit some 300 students who would see and opportunity for extended learning beyond a normal instructional day. That opportunity just doesn't exist today for those students. The learning centers could specifically benefit students currently attending high-poverty and low-performing schools. Through the centers, students would have access to both core academic subjects as well as other activities that will enrich their overall academic experience.

The chief concern of employers in our region is the quality of worker they are able to attract. We believe these centers are a critical component of the development of our students and that the end result will be better workers with a wide array of skills. We enthusiastically support the grant application and ask for your favorable consideration of our community's grant request.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeff Rea', is written over a faint, larger version of the same signature.

Jeff Rea, President & CEO